



**Universities UK
International**

GONE INTERNATIONAL: RISING ASPIRATIONS

**REPORT ON THE 2016–17
GRADUATING COHORT**



go international

STANDOUT

#GOINTL

CONTENTS

FOREWORD	2
EXECUTIVE SUMMARY AND KEY FINDINGS	3
INTRODUCTION	5
METHODOLOGY	7
LIMITATIONS TO THIS RESEARCH	8
WHO GOES ABROAD?	9
WHERE DO THEY GO, AND WHAT DO THEY DO?	23
WHAT DO THEY DO NEXT?	35
CONCLUSION	47

ABOUT THE GO INTERNATIONAL STAND OUT CAMPAIGN

Universities UK International's *Go International: Stand Out* campaign is designed to help the sector to deliver on our national target for outward student mobility:

‘to double the percentage of UK-domiciled, full-time, first degree, undergraduate students who have an international placement as part of their university programme by 2020.’

UUKi is convening a series of activities from 2017 to 2020 to support universities in meeting the national target. UUKi encourages universities, and other organisations, to sign up to the campaign charter and to submit a pledge to help boost and broaden UK outward student mobility.

www.universitiesuk.ac.uk/standout

FOREWORD

More students than ever before are going abroad. Those who do reap the academic, professional and personal benefits of an international experience. Study abroad increases students' international ambitions, and helps them to develop their cultural, social, and political understanding.

Mobility programmes play an important part in ensuring that students leave university with a well-rounded skill set. Cultural competencies and global connections are increasingly important to employers in the UK.

International opportunities such as the ones covered in this report can often be life-changing for students and it is therefore imperative that universities provide equality of opportunity. More students have gone abroad this year than ever before, but the participation gap between the more privileged students and students from less advantaged backgrounds persists. Mobility helps students develop social capital and must be accessible to all.

This report from Universities UK International is timely. The way the UK interacts with our partners overseas is evolving, and the university sector will need to adapt in response. UK students overseas act as ambassadors for UK higher education as well as for the country as a whole. These students and graduates will be key to our future.

There is much to celebrate across the sector, with more programmes and greater investment in mobility opportunities than ever before. Mobility is now a strategic priority at universities across the UK and mobility teams are working hard to provide innovative offers to ensure that as many students as possible can benefit from the chance to study, work or volunteer abroad.

Student mobility is a key area of the cross-governmental international education strategy, and I look forward to working with the sector to offer even more of our young people the opportunity to 'go international'.



CHRIS SKIDMORE

Minister of State for Universities,
Science, Research, and Innovation

EXECUTIVE SUMMARY AND KEY FINDINGS

For the fifth year running, our *Gone International* research finds that more students than ever before are going abroad.

Gone International: rising aspirations found that 18,510 UK-domiciled graduates that responded to the 2016–17 Destinations of Leavers from Higher Education (DLHE) survey had experienced at least one period abroad as part of their undergraduate first degree. This equates to 7.8% of this undergraduate population. Notably, more respondents from underrepresented demographics than ever before had been abroad during their degree programme. This includes students from lower socio-economic backgrounds, black and minority ethnic (BME) students and disabled students. However, the report found that the gap between more advantaged and less advantaged students persists. Additionally, some subject areas – such as social work, computer science, sport science and nursing – remain low in participation year-on-year.

Almost half the opportunities for students to go abroad during their second year (2015–16) were facilitated through the Erasmus+ programme, making it an essential part of the UK outward mobility offer. This year's report shows some diversification in the mobility programmes offered by UK universities, with more students engaging with short-term and provider-led programmes.

As with previous *Gone International* reports, mobile graduates from the 2016–17 graduating cohort were more likely to be in graduate employment or further study, more likely to have a higher average starting salary, and less likely to be unemployed than their non-mobile peers.

NOTES ON THE FINDINGS

All findings, except for direct references to part-time students, relate to UK-domiciled, full-time, first degree undergraduate students who graduated in 2016-17 and responded to the DLHE survey, which had a response rate of 80% in that year.

'Mobile' graduates are those who had at least one period abroad of a week or longer as part of their undergraduate first degree. For reporting purposes, institutions define durations that count as one week. For example, a university may require students to be out of the country for five business days.

WHO GOES ABROAD?

- **7.8%** of the 2016–17 graduating cohort had at least one period abroad as part of their undergraduate first degree. **18,510** students went abroad, compared to **16,580** students in the previous cohort.
- Language graduates had the highest mobility rate of **33.9%**, and this rose to **87.1%** if linguistics students were excluded. The next highest mobility rates were for combined subjects (**32.8%**), medicine and dentistry (**30.8%**) and veterinary science (**17.2%**).
- Social work, nursing, sport and exercise science, and computer science subjects continued to have low proportions of mobile students. Mobility rates for these subjects were **2.2%** or lower.
- Students from Northern Irish institutions were the most mobile (**13.2%**), followed by students from Scottish (**11.6%**), Welsh (**9.7%**) and English (**7.2%**) institutions.
- **9.5%** of students from more advantaged socio-economic backgrounds were mobile, compared to **5.6%** of students from less advantaged backgrounds.
- The mobility rate for white students was **8.3%**, which was higher than that of Asian students (**5.5%**) and black students (**5.1%**).
- The mobility rate of those who declared a disability was **7.0%**, compared to **8.0%** for those with no known disability.
- **4.4%** of students from low-participation neighbourhoods went abroad, compared to **8.3%** of graduates from higher participation neighbourhoods.
- Those on part-time courses participated in mobility at a rate of **0.6%**.
- Mature students participated in mobility at a rate of **3.4%**.
- First-in-family students participated in mobility at a rate of **5.4%**.
- Care leavers (students who had been in the care of their local authority as minors) participated in mobility at a rate of **4.5%**.

WHERE DO THEY GO, AND WHAT DO THEY DO?

- **50.8%** of mobility activities were in Europe, with **18.5%** in North America and **12.3%** in Asia.
- During 2015–16, Erasmus+ mobilities accounted for almost half (**49.2%**) of all mobility activities.
- Provider-led programmes accounted for **50.6%** of all mobility.
- Most mobility was for study (**75.0%**), followed by work (**21.5%**) and volunteering (**3.6%**).
- The majority (**63.7%**) of instances were long-term mobilities of 14 weeks or more. **15.2%** of instances were medium term mobilities (5–13 weeks), while just over a fifth (**21.0%**) were short-term mobilities of less than four weeks.

WHAT DO THEY DO NEXT?

- Mobile graduates were more likely to obtain first-class honours or an upper second-class degree (**91.6%**) than non-mobile graduates (**80%**).
- Six months after graduating only **3.1%** of mobile graduates were unemployed, compared to **4.2%** of non-mobile graduates.
- Mobile graduates who were working in full-time, paid employment had an average salary of **£23,482**, compared to an average salary of **£22,256** for non-graduates (a difference of **5.5%**) six months after graduating.
- Of all working, mobile graduates in the 2016–17 cohort, **78.3%** secured a ‘graduate-level’ job within six months of graduating, compared to **73.2%** of non-mobile graduates.

INTRODUCTION

UUKi's *Go International: Stand Out* campaign aims to double the percentage of undergraduates who go abroad to 13% by 2020.

For the fifth year running, UUKi's *Go International* research finds that more students than ever before are going abroad. For the 2016–17 graduating cohort who responded to the DLHE survey, 18,510 students went abroad during their degree. This equates to 7.8% of the student population.

Since the launch of the *Go International: Stand Out*¹ campaign in November 2017, over 90 universities have signed up to the campaign charter and pledged new or enhanced activity to help send more students abroad. By joining the campaign, universities commit to:

- i. increasing the percentage of students going abroad
- ii. promoting the value of outward mobility
- iii. enhancing the accessibility of mobility programmes
- iv. improving reporting of mobility activities.

These four principles underpin the work of the campaign and UUKi is delighted that so many universities across the sector have joined together to work collectively on this important area.

Campaign partner universities have already made good progress against their pledges in the first year of the campaign by introducing more activities and support for students to go abroad. Campaign pledges have included developing new summer school programmes, increasing scholarship funding, creating work placements in partnership with industry, including mobility activities in access and participation plans, and celebrating mobility alumni. The *Stand Out* campaign's *One Year On* booklet² highlighted some of this great work and we will continue to highlight case studies of exciting and innovative practice in the future.

In addition to these operational activities, universities are becoming more strategic in the delivery of their outward mobility programmes. UUKi's recent mobility management survey³ found that 83% of universities now include outward mobility in their institution's strategic plan, and 65% have targets for mobility participation. This senior-level commitment is essential to ensure that the sector offers sustainable programmes for students and that mobility continues to be something that all students can engage in. In addition to these strategic commitments, 60% of universities have increased their scholarship funding for students to go abroad, with 34% maintaining previous funding levels. Universities are working hard to ensure that mobility opportunities are available to all students.

For universities across the UK, the local operating context is an important factor that drives activities and strategies. This year's report includes mobility participation by country of institution. Northern Ireland ranks top for sending students abroad, with 13.2% of students engaging in mobility while enrolled at Northern Irish institutions. Scotland is not far behind with 11.6% of students going abroad, while 9.7% of students at Welsh providers were mobile. Efforts are being made across the four nations to increase the number of mobile students: the Welsh government recently introduced a £1.3m fund⁴ to further support international mobility from Welsh providers, and Scotland continues to offer a fee waiver for students who go on a year abroad.

¹ Universities UK International *Go International: Stand Out* campaign

² Universities UK International *Go International: Stand Out – One year on*

³ Universities UK International *The management of outward student mobility programmes in the UK*

⁴ Welsh Government (2018) *New international study pilot to open doors for even more Welsh students*

In February 2019, UUKi launched a **#SUPPORTSTUDYABROAD** social media campaign asking universities to tweet in support of outward mobility. UK universities, students and alumni tweeted stories highlighting the benefits of international experiences. In its first week, **#SUPPORTSTUDYABROAD** messages were seen over 12 million times by 5 million people, with thousands of users posting about the importance of study abroad.

However, the impact of this campaign and the wider work of the higher education sector to secure continued national support for outward mobility programmes has yet to be realised. The high level of engagement with the campaign, the momentum behind it and its success in reaching a wider audience illustrates the commitment staff and students across the UK have to outward mobility, underpinning the importance of ensuring these opportunities are provided for future generations.

A NOTE ON PARTICIPATION RATES

The UK Strategy for Outward Student Mobility 2017–2020 was launched by Universities UK International with the aim to double the percentage of UK-domiciled, full-time, first degree students who undertake international placements as part of their higher education programmes to just over 13% of students by 2020.

The percentage of students in the 2016–17 graduating cohort who went abroad during their degree was 7.0%. This report focuses on the students from the 2016–17 graduating cohort who responded to the DLHE survey. The survey responses mean that we have data on these mobile students' outcomes six months after graduating.

In 2016–17, 80% of the full-time, UK-domiciled graduating cohort replied to the DLHE survey. Of these students, 7.8% reported a period of outward mobility.

Participation rates

7.0%

of students in 2016–17 graduating cohort were mobile for a period of two weeks or more



7.8%

of students in 2016–17 graduating cohort who responded to DLHE survey were mobile for a period of one week or more



METHODOLOGY

The analysis in this report links together two datasets provided by the Higher Education Statistics Agency (HESA).

1. The student record, which contains details of the profiles of students registered across the UK.
2. The Destinations of Leavers from Higher Education (DLHE) survey, which asks graduates what they are doing six months after completing their degree.

This report focuses on 2016–17 graduates who responded to the DLHE survey, and their records have been linked to Student records across the 2014–15, 2015–16 and 2016–17 academic years.

Analysis is limited to UK-domiciled,⁵ full-time, undergraduate, first degree completers of the DLHE survey. In 2016–17, 80% of the full-time, UK-domiciled, graduating cohort replied to the DLHE survey.⁶

The 2016–17 DLHE survey data allows us to identify:

- which activities these respondents were engaged in six months after graduation, including whether they were undertaking further study or in employment
- certain aspects of their profile, including personal characteristics such as gender, ethnicity and socio-economic background.

The student record data allows us to identify:

- whether the student undertook a period of mobility in the 2014–15, 2015–16 or 2016–17 academic years
- where the student travelled during their degree
- the mobility scheme associated with the period abroad
- whether the student volunteered, studied or worked abroad
- the duration of the mobility period.

Linking the DLHE survey and the student record data allows us to identify the outcomes of mobile students, and compare these outcomes with those that did not undertake a period of mobility.

Included in this analysis are the 236,005 UK-domiciled, full-time, first degree DLHE respondents, of which 18,510 were identified as being mobile for a period of one week or more.

In 2013–14, the fields HESA used to collect mobility data were refined, following consultations with UUKi. This year's report is the second *Gone International* study in which the analysis is based on three full years of the new and improved data collected with these fields.

⁵ UK-domiciled students are those whose normal residence prior to commencing their programme of study was in the United Kingdom.

⁶ DLHE survey responses include all higher education leavers, including postgraduate students.

LIMITATIONS TO THIS RESEARCH

Please note the following limitations to this research:

1. Not all graduates respond to the DLHE survey. This means that there are disparities in the survey sample by course subject area. For example, **80%** of full-time, UK-domiciled graduates responded to the 2016–17 survey, which includes those that replied to the survey but explicitly refused to give information.⁷
2. The DLHE survey only provides details of activities graduates are engaged in six months after completing their course.
3. *Gone International: rising aspirations* only refers to UK-domiciled undergraduates who completed their undergraduate first degrees in 2016–17 and does not include postgraduates or any other level of study.
4. Although mobility data capture has improved in recent years, there might be some instances of mobility not captured by universities within the Student record. Therefore, the results produced here, although broadly comprehensive, are based on incomplete populations.
5. Reporting mobility data for programmes of four weeks or less is optional for institutions, therefore the analysis on short-term mobility opportunities is based on incomplete populations.
6. Some of the findings in this report are based on the number of instances of mobility rather than the number of students. This means that students who spent time in more than one country during their studies are counted more than once in some parts of the report. The report notes where this applies. Note that in this report, there were **18,510** students who had a period of mobility, and there was a total of **22,800** instances.
7. Mobility data only relates to the academic years 2014–15, 2015–16 and 2016–17.
8. The data analysed in this report represents one graduating cohort.
9. Where outcomes have been linked to the period of mobility, only students who undertook a single period of mobility were included.
10. There are other factors which could influence graduate outcomes which are not possible to capture from the student record or the DLHE survey, including the academic selectivity of some mobility opportunities.
11. The report does not attempt to identify causal links between students going abroad and particular outcomes. Instead, it provides a snapshot of the profiles of first degree, UK-domiciled, mobile students who graduated in 2016–17, revealing where they went, and their outcomes.
12. All student numbers and instances of mobility are rounded to the nearest five as per HESA's standard rounding methodology.⁸

⁷ HESA (2017) *Destinations of Leavers from Higher Education 2016/17*

⁸ HESA *Rounding and suppression to anonymise statistics*.

WHO GOES ABROAD?

In total, 18,510 UK-domiciled graduates responding to the 2016–17 DLHE survey were reported as having at least one period abroad of one week or longer as part of their full-time, undergraduate first degree. This represents 7.8% of relevant respondents to the DLHE survey.

The number and percentage of students reported as being mobile is higher than the 2015–16 cohort, which had a participation rate of 7.2% (16,580 students). It should be noted that the way higher education institutions record mobility data has improved in recent years.⁹ Further, some students do not respond to the DLHE survey, so caution should be taken when comparing data with that of previous years.

This chapter provides information about mobile graduates from the 2016–17 cohort, including their course subject, country of home institution, personal characteristics and background.

WHAT DO MOBILE STUDENTS STUDY?

NOTES ON SUBJECTS

This section uses two subject definitions:

1. **SUBJECT GROUP:** the JACS (Joint Academic Coding System) subject group as defined by HESA, for example, 'languages'
2. **DETAILED SUBJECT:** the specific subject studied by the student as defined by HESA, for example, 'French studies'.

For more information see: [hesa.ac.uk](https://www.hesa.ac.uk)

NOTE ON LANGUAGE STUDENTS

Just under a quarter (24.5%) of the 2016–17 mobile cohort were students of 'languages'. It is typical that many students on these courses will spend a period abroad to practise their language of study. Furthermore, certain demographic characteristics of language students are notably different from the general student cohort, for example:

- **72.9%** of language students are female, compared to 57.1% of non-language students
- **12.8%** of language students are BME, compared to 22.0% of non-language students
- **75.3%** of language students are in SEC groups 1–3 (ie from more advantaged backgrounds), compared to 65.5% of non-language students.

⁹ In 2013–14, HESA enhanced the way that student mobility was captured, so that it now includes: periods of mobility of less than four weeks; the mobility scheme with which a period abroad was associated; and mobility type.

By subject group, graduates of 'languages' had the highest mobility rate, at 33.9%, followed by graduates of 'combined subjects' (32.8%), 'medicine and dentistry' (30.8%) and 'veterinary science' (17.2%). The 'languages' subject group includes linguistics, classics and related subjects, for which mobility rates are typically lower, at 8.8%. When 'linguistics' graduates were removed from the overall 'languages' cohort, the mobility rate for this group rose to 87.1%.¹⁰ The lowest mobility rates were for 'computer science' (2.1%), 'education' (2.2%) and 'subjects allied to medicine' (2.7%).

SUBJECT GROUP	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Languages	4,530	13,355	33.9%
Combined	125	380	32.8%
Medicine and dentistry	2,085	6,775	30.8%
Veterinary science	110	635	17.2%
Physical sciences	1,275	12,025	10.6%
Architecture, building and planning	350	3,745	9.3%
Law	715	8,805	8.1%
Business and administrative studies	2,070	26,560	7.8%
Historical and philosophical studies	820	10,965	7.5%
Social studies	1,590	23,530	6.8%
Engineering and technology	700	12,415	5.6%
Creative arts and design	1,225	25,405	4.8%
Mass communications and documentation	300	6,360	4.7%
Agriculture and related subjects	80	1,995	4.1%
Biological sciences	1,105	27,470	4.0%
Mathematical sciences	180	5,070	3.6%
Subjects allied to medicine	780	29,305	2.7%
Education	255	11,480	2.2%
Computer science	205	9,720	2.1%

Highest and lowest subject group mobility rates

33.9%

mobility rate of
'languages' graduates



87.1%

mobility rate of
'languages' graduates
when 'linguistics'
graduates are
removed



¹⁰ For the purposes of this report, linguistics graduates include: Q1 Linguistics; Q2 Comparative literary studies; Q3 English studies; Q4 Ancient language studies; Q5 Celtic studies; Q6 Latin studies; Q7 Classical Greek studies; Q8 Classical studies; and Q9 Others in classics, linguistics and related subjects.

At the detailed subject level, mobility rates were highest for ‘Portuguese studies’ (99.2%); ‘Italian studies’ (97.3%) and ‘German studies’ (96.8%). In terms of student numbers, mobility numbers were highest for students in ‘clinical medicine’ (1,565), ‘business studies’ (1,010) and ‘French studies’ (980) – see **TABLE 2**.

TABLE 2: TOP 10 DETAILED SUBJECTS BY MOBILE STUDENT NUMBERS			
DETAILED SUBJECT	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Clinical medicine	1,565	4,745	33.0%
Business studies	1,010	8,995	11.2%
French studies	980	1,050	93.3%
Spanish studies	785	820	95.6%
Design studies	595	9,490	6.3%
English studies	585	7,330	8.0%
Politics	550	4,240	12.9%
History by period	510	6,875	7.4%
Law by area	470	4,250	11.1%
Physical geographical sciences	395	2,460	16.2%

When ‘language’ students are excluded from the data, mobility rates were highest for subjects relating to clinical and pre-clinical medicine (see **TABLE 3**).

TABLE 3: TOP 10¹¹ DETAILED SUBJECTS BY MOBILITY RATES, EXCLUDING ‘LANGUAGE’ STUDENTS			
DETAILED SUBJECT	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Pre-clinical veterinary medicine	60	155	37.5%
Pre-clinical medicine	390	1,060	36.9%
Clinical medicine	1,565	4,745	33.0%
Combined	125	380	32.8%
Development studies	20	75	26.4%
Others in business and admin. studies	15	55	22.4%
History by area	30	150	21.6%
Geology	250	1,270	19.6%
Others in physical studies	15	90	16.2%
Physical geographical sciences	395	2,460	16.2%

¹¹ Figures exclude subjects with totals of less than 25.

There were several subjects with low mobility rates that also had very small numbers of students. **TABLE 4** shows the lowest mobility rates by detailed subject level for subjects studied by at least 500 DLHE respondents. In recent years, social work, nursing, sport and exercise science, and computer science have had consistently low proportions of mobile students.¹²

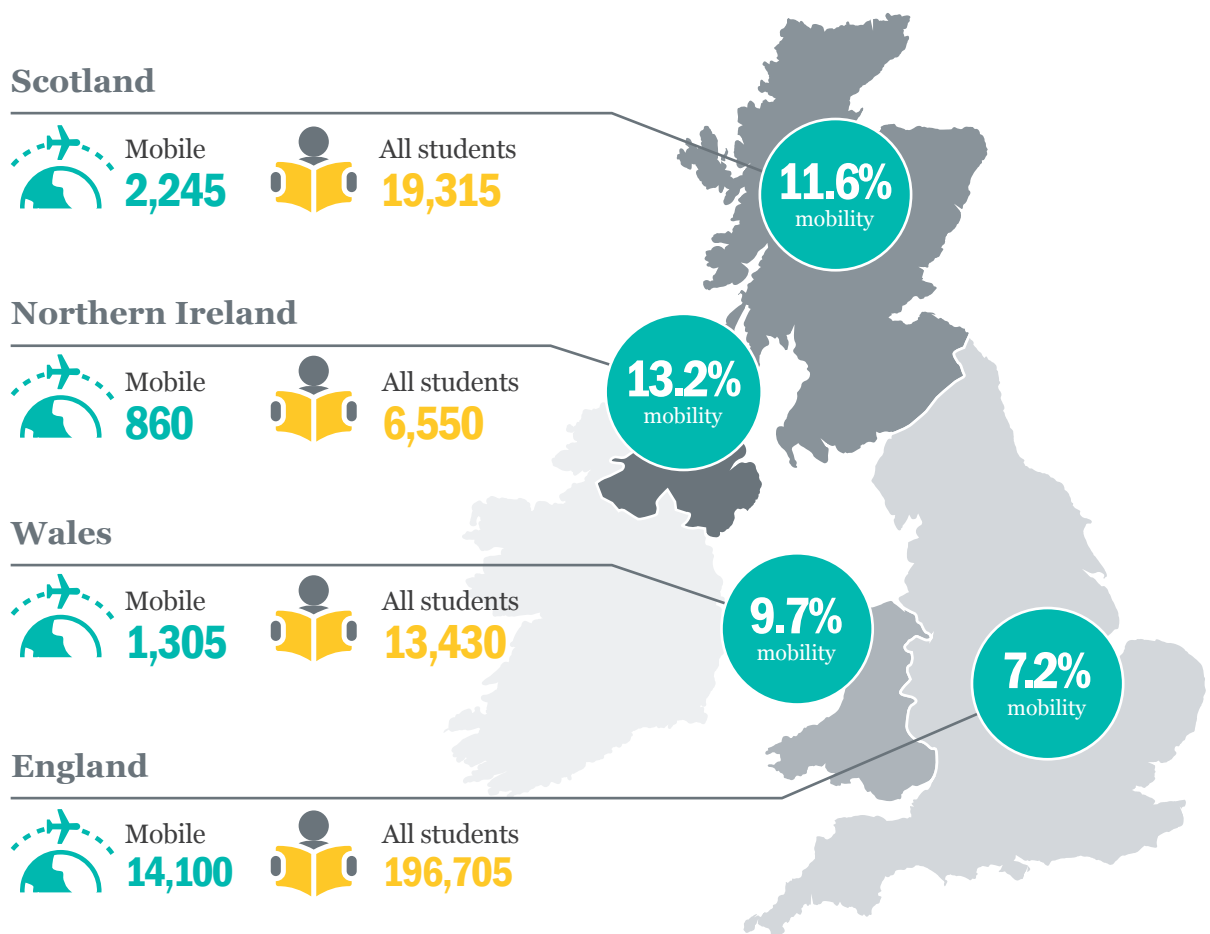
DETAILED SUBJECT	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Games	10	855	1.2%
Animal science	10	700	1.2%
Academic studies in education	75	5,775	1.3%
Social work	60	4,175	1.4%
Information systems	25	1,300	1.8%
Nursing	315	16,315	1.9%
Sport and exercise science	150	7,630	2.0%
Building	25	1,240	2.0%
Accounting	80	3,815	2.1%
Computer science	150	6,785	2.2%

WHERE ARE MOBILE STUDENTS FROM?

Mobile students were identified according to their domicile: the student's permanent home address prior to the commencement of their course. Note that all students in this cohort are UK-domiciled.

The 2016–17 data showed that students from Northern Ireland were the most mobile (12.1%), followed by Scotland (10.4%), England (7.5%) and Wales (6.5%) – see **TABLE 5**.

UK DOMICILE	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Scotland	1,770	17,045	10.4%
Northern Ireland	1,065	8,835	12.1%
England	14,870	197,985	7.5%
Wales	745	11,490	6.5%



Mobile students were also identified according to their country of institution. Students from institutions in Northern Ireland were the most mobile (13.2%) followed by students from Scottish (11.6%), Welsh (9.7%) and English (7.2%) institutions – see [TABLE 6](#).

COUNTRY OF INSTITUTION	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Scotland	2,245	19,315	11.6%
Northern Ireland	860	6,550	13.2%
England	14,100	196,705	7.2%
Wales	1,305	13,430	9.7%

GENDER

The female mobility rate of the 2016–17 cohort was 8.2% (11,270 students) while the male mobility rate was 7.3% (7,235 students). It's worth noting, however, that 72.9% of language students in this cohort were female, and language students formed a large proportion of mobile students. Looking at non-language students only, participation was more aligned; 6.3% of females had a period of mobility, compared to 6.2% of males – see **TABLE 7**.

GENDER	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Female (all subjects)	11,270	136,830	8.2%
Female (non-language subjects)	8,055	127,095	6.3%
Male (all subjects)	7,235	99,115	7.3%
Male (non-language subjects)	5,925	95,500	6.2%

SOCIO-ECONOMIC CLASSIFICATION (SEC)

NOTE ON SOCIO-ECONOMIC BACKGROUND

For the purposes of this report, students from 'more advantaged backgrounds' refers to students whose parents, guardians or their own occupations (if they were over the age of 21 at the start of their course) fall within socio-economic classification (SEC) groups 1–3:

1. higher managerial and professional occupations
2. lower managerial and professional occupations
3. intermediate occupations

Students from 'less advantaged backgrounds' fall within the SEC groups 4–8:

4. small employers and own account workers
5. lower supervisory and technical occupations
6. semi-routine occupations
7. routine occupations
8. never worked/long-term unemployed

For more information see: **hesa.ac.uk**

As with previous *Gone International* reports, analysis of the 2016–17 cohort shows that students from less advantaged backgrounds (SEC groups 4–8) were less likely to spend a period of their degree overseas than students from more advantaged backgrounds (SEC groups 1–3). **TABLE 8** outlines this correlation.

SOCIO-ECONOMIC CLASSIFICATION	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
1. Higher managerial and professional occupations	5,130	44,980	11.4%
2. Lower managerial and professional occupations	4,885	54,280	9.0%
3. Intermediate occupations	1,820	25,145	7.2%
SEC 1-3	11,830	124,405	9.5%
4. Small employers and own account workers	995	13,885	7.2%
5. Lower supervisory and technical occupations	570	8,595	6.7%
6. Semi-routine occupations	1,445	27,705	5.2%
7. Routine occupations	570	12,805	4.4%
8. Never worked/long-term unemployed	10	845	1.4%
SEC 4-8	3,595	63,830	5.6%

Note: 42,965 (18.2%) of the cohort were unclassified, while 4,800 (2.0%) had an unknown classification.

As mentioned above, language students are disproportionately in SEC groups (75.3%, compared to 65.5% in other subjects). When looking solely at graduates of non-language subjects, there is also a gap in mobility rates by SEC: 7.6% of students from more advantaged backgrounds were mobile, compared to 4.6% of students from less advantaged backgrounds.

Mobility rates by SEC (non-language subjects)

7.6%

of students from more advantaged backgrounds were mobile, compared to

4.6%

of students from less advantaged backgrounds.

SOCIO-ECONOMIC CLASSIFICATION	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
1. Higher managerial and professional qualifications	3,790	41,690	9.1%
2. Lower managerial and professional qualifications	3,580	50,650	7.1%
3. Intermediate qualifications	1,400	23,735	5.9%
SEC 1-3	8,775	116,075	7.6%
4. Small employers and own account workers	775	13,195	5.9%
5. Lower supervisory and technical occupations	450	8,205	5.5%
6. Semi-routine occupations	1,135	26,590	4.3%
7. Routine occupations	450	12,280	3.7%
8. Never worked and long-term unemployed	10	825	1.4%
SEC 4-8	2,825	61,100	4.6%

Note: 40,770 (18.3%) of the non-language cohort were unclassified, while 4,705 (2.1%) had an unknown classification.

ETHNICITY

NOTE ON ETHNICITY

Black and minority ethnic (BME) students fall into the following HESA categories:

- **BLACK**, which includes: Black or Black British – Caribbean; Black or Black British – African; and other Black background
- **ASIAN**, which includes: Asian or Asian British – Indian; Asian or Asian British – Pakistani; Asian or Asian British – Bangladeshi; Chinese; and other Asian background
- **OTHER (INCLUDING MIXED)**, which includes: mixed – White and Black Caribbean; mixed – White and Black African; mixed – White and Asian; other mixed background; Arab; and other ethnic background.

For more information see: [hesa.ac.uk](https://www.hesa.ac.uk)

Analysis of the 2016–17 cohort shows a continuing trend in the underrepresentation of BME students going abroad. The mobility rate for white students (8.3%) was higher than for Asian students (5.5%) and black students (5.1%). Students identified as having another ethnicity (including mixed) were most likely to be mobile, with a mobility rate of 8.6%.

TABLE 10: MOBILITY RATES BY ETHNICITY

ETHNICITY	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
White	15,310	184,035	8.3%
Asian	1,395	25,235	5.5%
Black	705	13,755	5.1%
Other (including mixed)	980	11,415	8.6%

Note: 1,565 (0.7%) of the cohort had an unknown ethnicity

TABLE 11: MOBILITY RATES BY ETHNICITY, EXCLUDING LANGUAGE STUDENTS

ETHNICITY	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
White	11,295	172,475	6.5%
Asian	1,250	24,555	5.1%
Black	620	13,420	4.6%
Other (including mixed)	730	10,740	6.8%

Note: 1,460 (0.7%) of the cohort had an unknown ethnicity

DISABILITY

NOTE ON DISABILITY

This HESA field records the type of disability on the basis of the student's self-assessment. Categories include:

- No known disability
- Two or more impairments and/or disabling medical conditions
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health condition, such as depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
- Deaf or a serious hearing impairment
- Blind or a serious visual impairment uncorrected by glasses
- A disability, impairment or medical condition that is not listed above.

For more information see: [hesa.ac.uk](https://www.hesa.ac.uk)

Overall, 34,870 (14.8%) of the 2016–17 graduating cohort declared a disability. The mobility rate of those who declared a disability was 7.0%, compared to 8.0% for those with no known disability. It is worth noting here that the *Widening participation in outward mobility* report¹³ looked in more detail at participation by students with declared disabilities and found that there was variation in levels of mobility participation for each group within the disabled student demographic.

TABLE 12: MOBILITY RATES BY KNOWN DISABILITY

KNOWN DISABILITY	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Known to have a disability	2,425	34,870	7.0%
No known disability	16,085	201,135	8.0%

LOW-PARTICIPATION NEIGHBOURHOODS

Graduates from low-participation neighbourhoods, identified using the *POLAR3 classification*¹⁴, were also underrepresented in mobility, participating at a rate of 4.4% compared to 8.3% of graduates from other neighbourhoods.

NEIGHBOURHOOD (POLAR3)	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Low-participation neighbourhood	1,155	25,935	4.4%
Other neighbourhoods	17,265	208,975	8.3%

Note: 1,095 (0.5%) students were from an unknown neighbourhood.

PART-TIME STUDY

A total of 18,490 part-time, UK-domiciled, first degree graduates responded to the DLHE survey and of these only 105 reported a period of mobility as part of their degree programme. This represents a mobility rate of 0.6%. Please note that this report only includes mobility data from 2014–15 to 2016–17.

NEIGHBOURHOOD (POLAR3)	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Part-time	105	18,490	0.6%
Full-time	18,510	236,005	7.8%

AGE

For HESA reporting purposes, undergraduates are classed as young if they are under 21 years of age on entry, and mature if they are 21 or over when commencing their programme of study. Of the 43,400 mature students in the 2016–17 graduating cohort 1,480 participated in mobility: a rate of 3.4%.

AGE	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Young (under 21)	17,030	192,600	8.8%
Mature (21 and over)	1,480	43,400	3.4%

PARENTAL EDUCATION

Students whose parents had a higher education qualification, such as a degree or diploma, were more likely to report a period abroad during their degree programme than those whose parents had not. The participation rate was 10.0% for this group. However, for students who were the first in their family to go to university, the participation rate was 5.4%.

PARENTAL EDUCATION	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Yes	10,935	109,550	10.0%
No	5,100	93,715	5.4%

Note: 15,020 (6.4%) of the cohort did not know their parents' education levels, while 17,715 (7.5%) were recorded as 'unknown'.

CARE LEAVER/LOOKED AFTER STATUS

A care leaver is a student who has been looked after by a local authority for at least 13 weeks since the age of 14 and who was looked after by the local authority at school-leaving age (16 in the UK).

In 2016–17, 1,010 graduates who responded to the DLHE survey identified themselves as care leavers. Of this group, 45 reported a period of mobility during their undergraduate programme, which equates to a 4.5% participation rate.

Care leaver participation rate

4.5%

of care leavers reported a period of mobility during their undergraduate programme



STATE-FUNDED SCHOOL OR COLLEGE

Graduates from privately funded schools participated in mobility at a rate of 15.1% – this is the highest participation rate for any group reviewed as part of this analysis.

STATE-FUNDED SCHOOL OR COLLEGE	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
State-funded school or college	14,470	200,010	7.2%
Privately funded school	3,205	21,245	15.1%

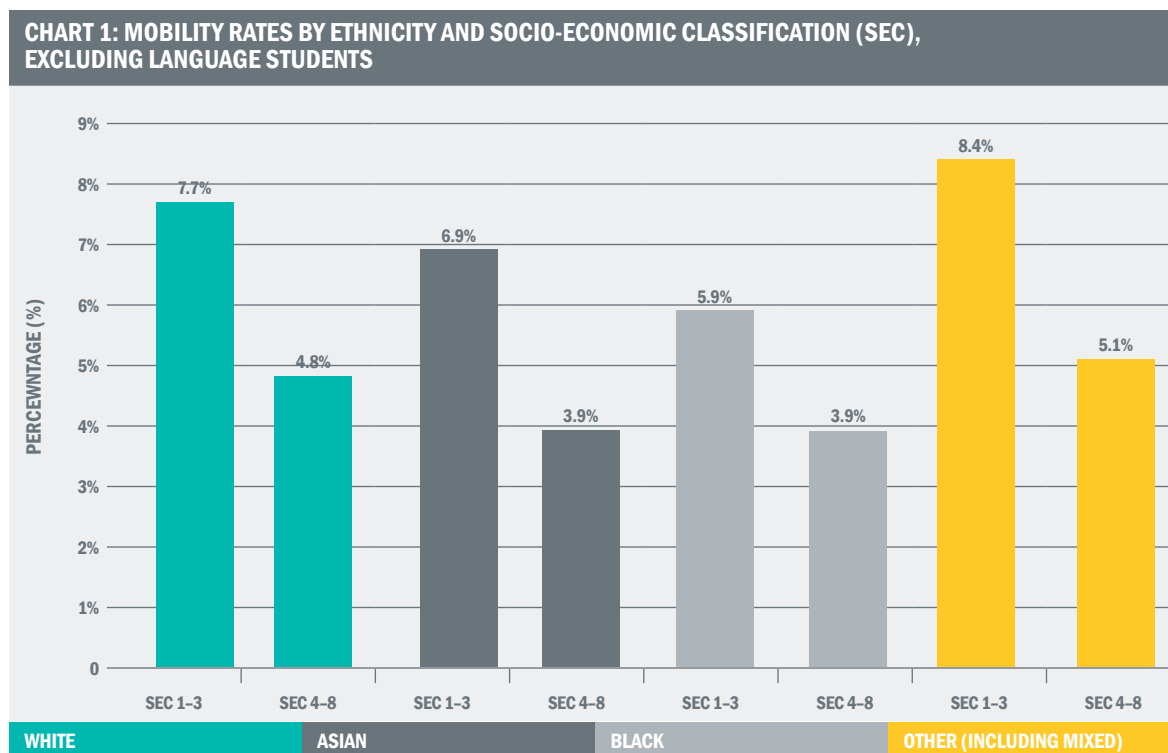
Note: for 14,745 (6.2%) of the cohort, the type of school or college was unknown or not applicable.

INTERSECTIONALITY

Intersectionality refers to the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. When looking at mobility participation for students, it is important to take an intersectional view. Both BME students and students from less advantaged backgrounds have low mobility rates. An analysis of mobile students from less advantaged backgrounds split by ethnicity shows that white students in this demographic participate in mobility at a higher rate than their BME counterparts.

ETHNICITY	SEC	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
White	SEC 1-3	10,125	103,495	9.8%
	SEC 4-8	2,780	46,435	6.0%
Asian	SEC 1-3	695	9,340	7.5%
	SEC 4-8	425	9,985	4.2%
Black	SEC 1-3	350	5,370	6.5%
	SEC 4-8	180	4,190	4.3%
Other (including mixed)	SEC 1-3	595	5,635	10.5%
	SEC 4-8	190	2,975	6.4%

Note: excludes unknown and unclassified SEC groups and unknown ethnicities.



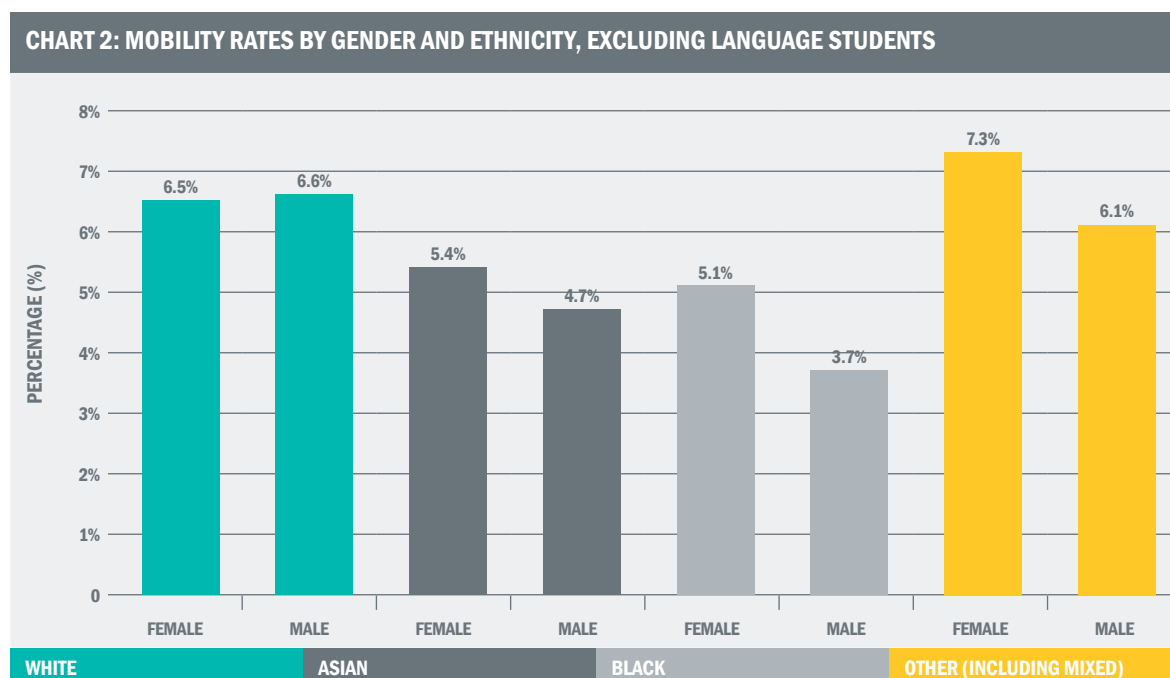
Note: excludes unknown and unclassified SEC groups and unknown ethnicities.

We reviewed the participation rates for students by ethnicity and gender. We found that that black male students were least likely to be mobile, with a participation rate of 4.0%. Female students from 'other' backgrounds had the highest mobility rates, at 9.5%.

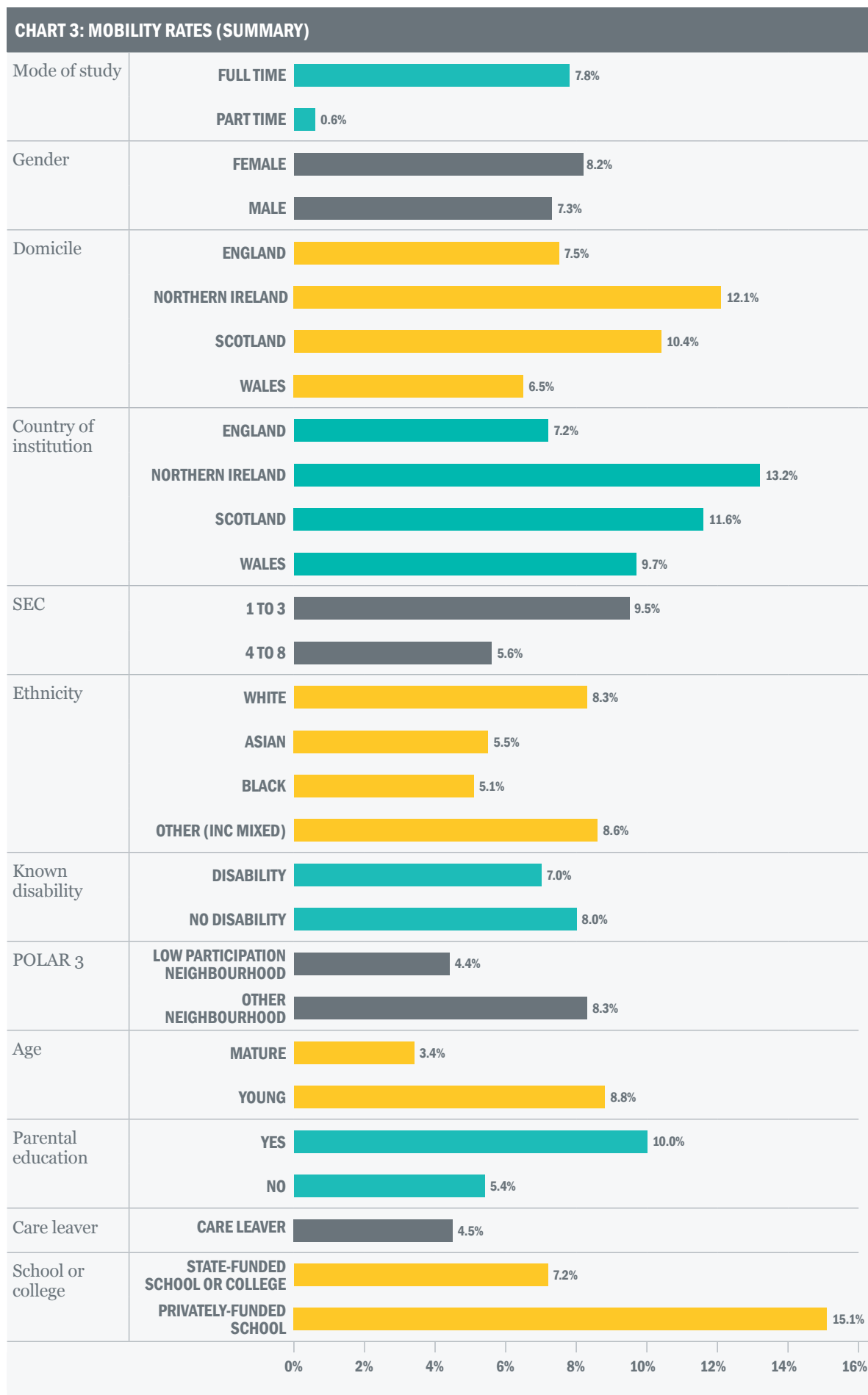
ETHNICITY	GENDER	NO. OF MOBILE STUDENTS	ALL STUDENTS	% MOBILE
White	Female	9,260	107,075	8.6%
	Male	6,045	76,920	7.9%
Asian	Female	820	13,725	6.0%
	Male	575	11,505	5.0%
Black	Female	495	8,585	5.8%
	Male	210	5,165	4.0%
Other (including mixed)	Female	635	6,705	9.5%
	Male	340	4,710	7.2%

Note: excludes unknown ethnicities and gender.

Looking at non-language students only, participation rates were more closely aligned between male and female students; nevertheless, participation rates were also highest for female 'other' students (7.3%) and lowest for black male students (3.7%).



Note: excludes unknown ethnicities and genders.



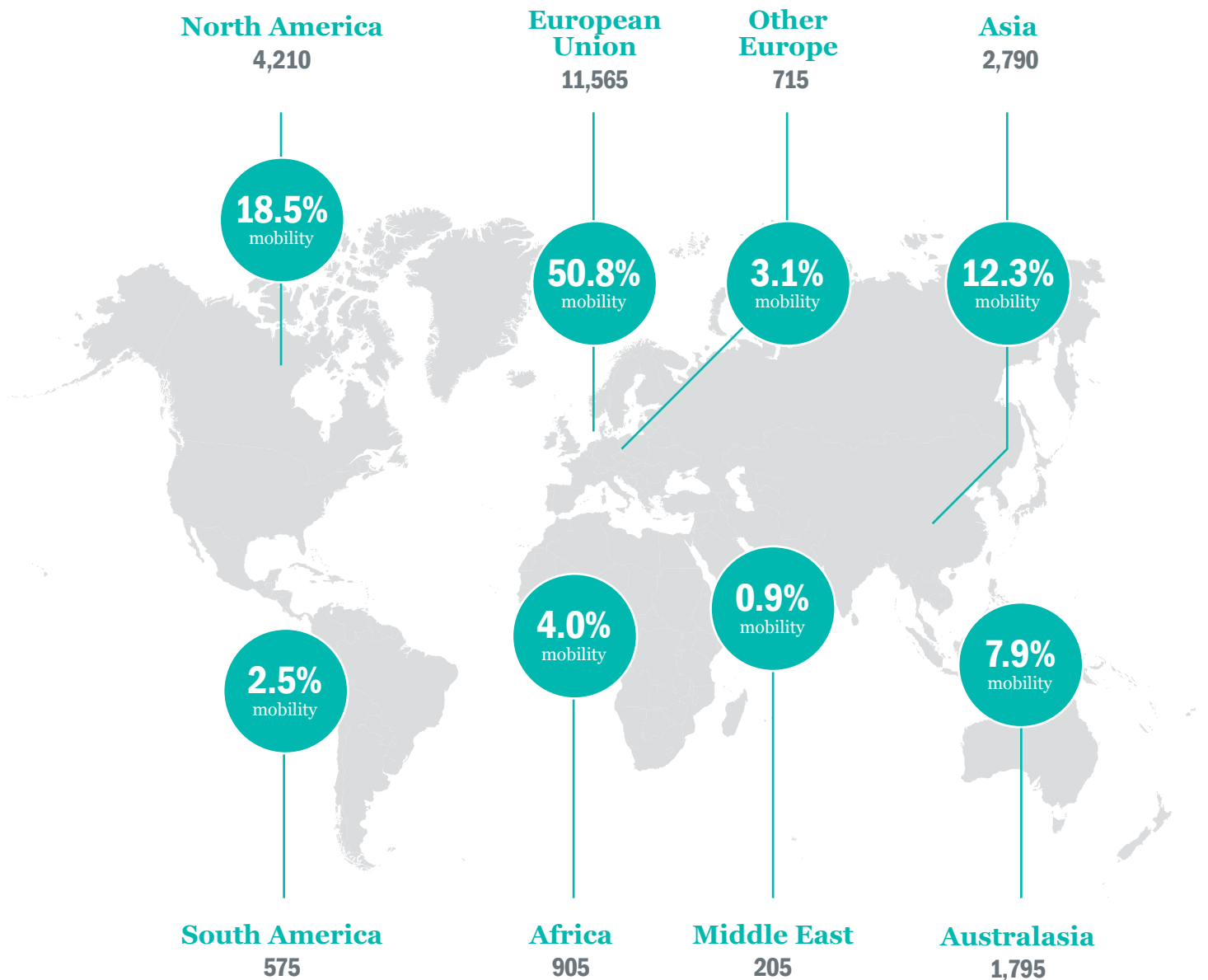
WHERE DO THEY GO, AND WHAT DO THEY DO?

NOTE ON INSTANCES

This section considers ‘instances’ of mobility, rather than the number of students who had a period of mobility. For example, if a student had two separate periods of mobility in France, this would be recorded as two instances. As with the other mobility data, instances are only counted where the period abroad lasted at least one week.

Overall, in the academic years 2014–15, 2015–16 and 2016–17, the graduate cohort had 22,800 separate instances of mobility (2,100 in 2014–15, 16,210 in 2015–16 and 4,490 in 2016–17). As these numbers suggest, the majority of students who go abroad do so in their second year.

WHERE DO MOBILE STUDENTS STUDY BY REGION?

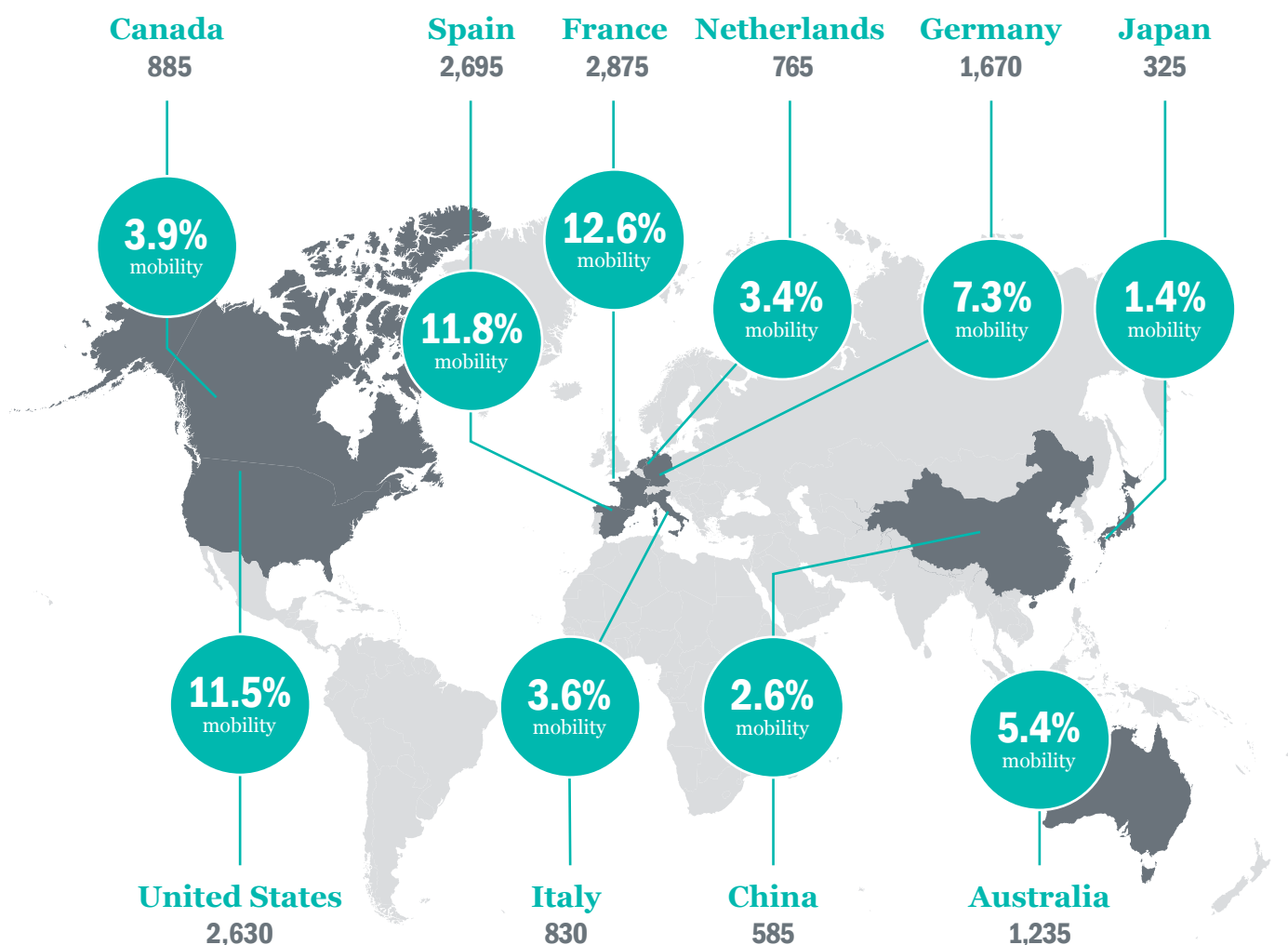


Across the three academic years, 50.8% of all mobility instances took place in the European Union, followed by North America with 18.5% of instances (see [TABLE 20](#)).

MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
European Union	11,565	50.8%
North America	4,210	18.5%
Asia	2,790	12.3%
Australasia	1,795	7.9%
Africa	905	4.0%
Other Europe	715	3.1%
South America	575	2.5%
Middle East	205	0.9%

According to [TABLE 21](#), France was the most frequent destination country, (12.6%), followed by Spain (11.8%) and the United States (11.5%). Over a third (35.9%) of mobility from the UK is to these three countries. The most frequent non-EU destinations were the United States, Australia (5.4%) and Canada (3.9%). Overall, 34.2% (5,805) of mobility instances were to English-speaking countries.

TOP 10 COUNTRY DESTINATIONS BY INSTANCES OF MOBILITY



MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
1. France	2,875	12.6%
2. Spain	2,695	11.8%
3. United States	2,630	11.5%
4. Germany	1,670	7.3%
5. Australia	1,235	5.4%
6. Canada	885	3.9%
7. Italy	830	3.6%
8. Netherlands	765	3.4%
9. China	585	2.6%
10. Japan	325	1.4%
11. New Zealand	315	1.4%
12. Ireland	310	1.4%
13. Sweden	300	1.3%
14. South Africa	290	1.3%
15. Malaysia	280	1.2%
16. Portugal	265	1.2%
17. Denmark	260	1.1%
18. Belgium	255	1.1%
19. Russia	245	1.1%
20. India	235	1.0%

WHAT ARE THE DIFFERENT TYPES OF MOBILITY?

NOTE ON MOBILITY TYPE

HESA collects data on the following mobility types:

- **STUDY ABROAD**
- **WORK ABROAD**, used in situations where a student was doing paid work such as an internship
- **VOLUNTEERING**, where the student undertook voluntary or other unpaid work.

There were 100 cases of mobilities which had more than one mobility type, for example, the student went to both study and work overseas. Note that these have been included twice in the analysis.

For more information see: [hesa.ac.uk](https://www.hesa.ac.uk)

Across the three academic years, three quarters of instances were undertaken for the purpose of study (75.0%), followed by work (21.5%) and volunteering (3.6%) – see **CHART 4**.

CHART 4: INSTANCES OF MOBILITY BY TYPE 2014 -15 TO 2016-17

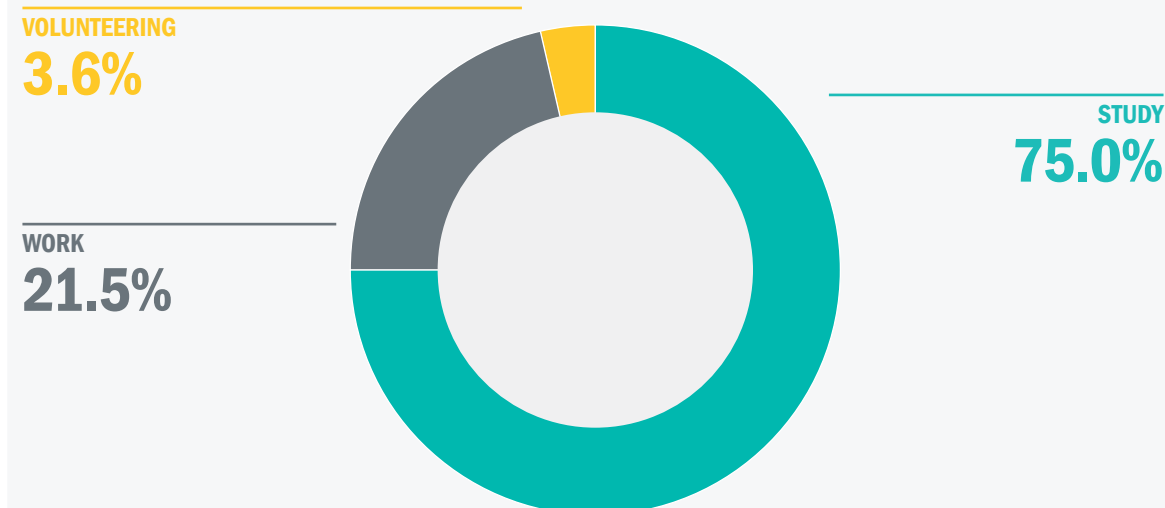


TABLE 22 : TOP 10 COUNTRIES FOR STUDY-RELATED INSTANCES OF MOBILITY, 2014-15 TO 2016-17		
MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
United States	2,265	13.2%
Spain	1,830	10.7%
France	1,675	9.8%
Australia	1,105	6.4%
Germany	1,080	6.3%
Canada	840	4.9%
Italy	635	3.7%
Netherlands	625	3.6%
China	535	3.1%
Japan	310	1.8%

TABLE 23: TOP 10 COUNTRIES FOR WORK-RELATED INSTANCES OF MOBILITY, 2014–15 TO 2016–17

MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
France	1,160	23.6%
Spain	800	16.3%
Germany	545	11.0%
United States	310	6.3%
Ireland	230	4.7%
Italy	175	3.6%
Netherlands	125	2.6%
Australia	80	1.6%
Austria	70	1.4%
Argentina	70	1.4%

TABLE 24: TOP 10 COUNTRIES FOR VOLUNTEERING-RELATED INSTANCES OF MOBILITY, 2014–15 TO 2016–17

MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
South Africa	75	9.0%
Spain	70	8.8%
United States	60	7.6%
Australia	50	6.2%
Germany	50	5.9%
France	40	4.8%
Costa Rica	40	4.6%
Sri Lanka	30	3.9%
Uganda	30	3.4%
India	20	2.6%

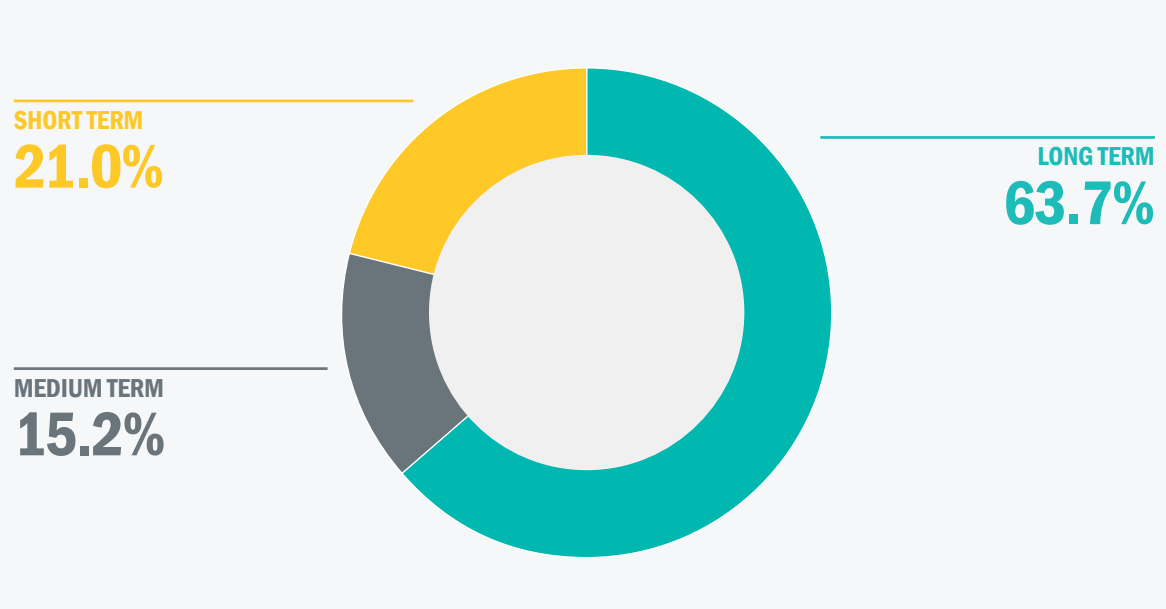
HOW LONG ARE STUDENT MOBILITIES?

NOTE ON MOBILITY DURATION

Three definitions of mobility duration are used: a short programme (1–4 weeks), a semester programme (5–13 weeks), and a year abroad programme (14 weeks or more). These timeframes were based on where UUKi data analysis found spikes in reporting of mobility programme. It is understood that not all institution mobilities will map onto these timeframes, for example semester mobility may be reported as more than 14 weeks.

Across the three academic years, the majority (63.7%) of instances were long-term mobilities of 14 weeks or longer. 15.2% were medium-term mobilities (5–13 weeks), while just over a fifth (21.0%) were short-term mobilities of less than four weeks (see [CHART 5](#)).

CHART 5: INSTANCES OF MOBILITY BY DURATION 2014–15 TO 2016–17



BME students were more likely than white students to undertake a short-term mobility. Around a quarter (25.6%) of mobility instances for BME students were short-term, compared to a fifth (20.2%) of mobility instances for white students (see [CHART 6](#)). This was also the case when comparing socio-economic classifications, with 24.1% of less advantaged students undertaking a short-term period of mobility, compared to 19.8% of more advantaged students (see [CHART 7](#)).

CHART 6: MOBILITY DURATION BY ETHNICITY 2014–15 TO 2016–17

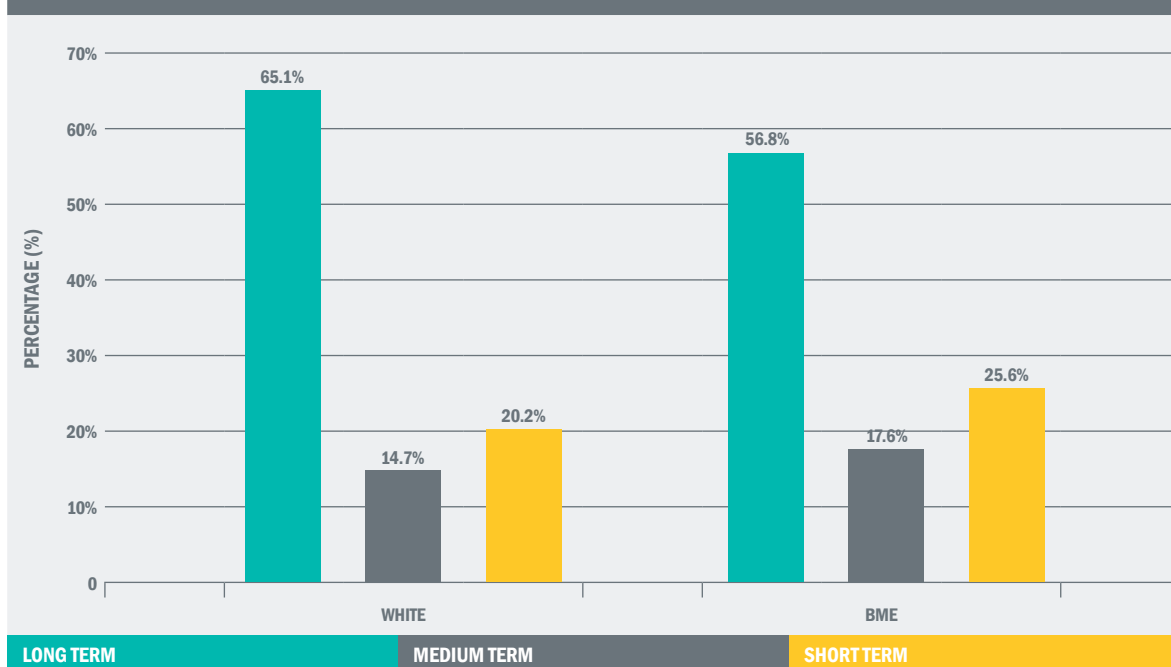
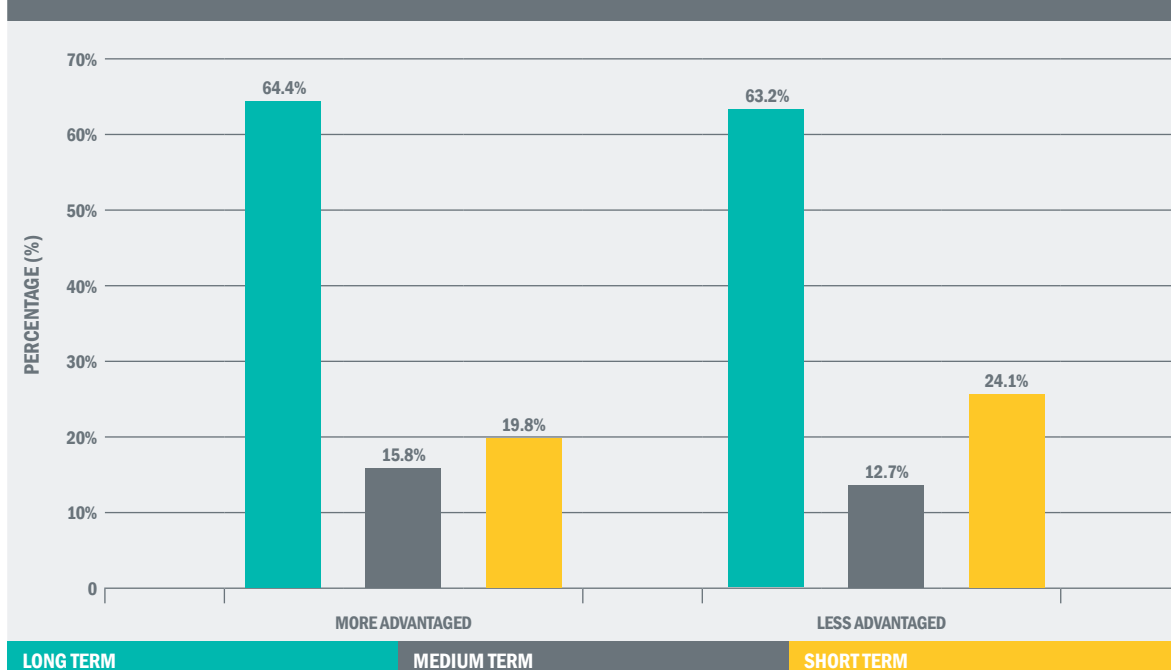


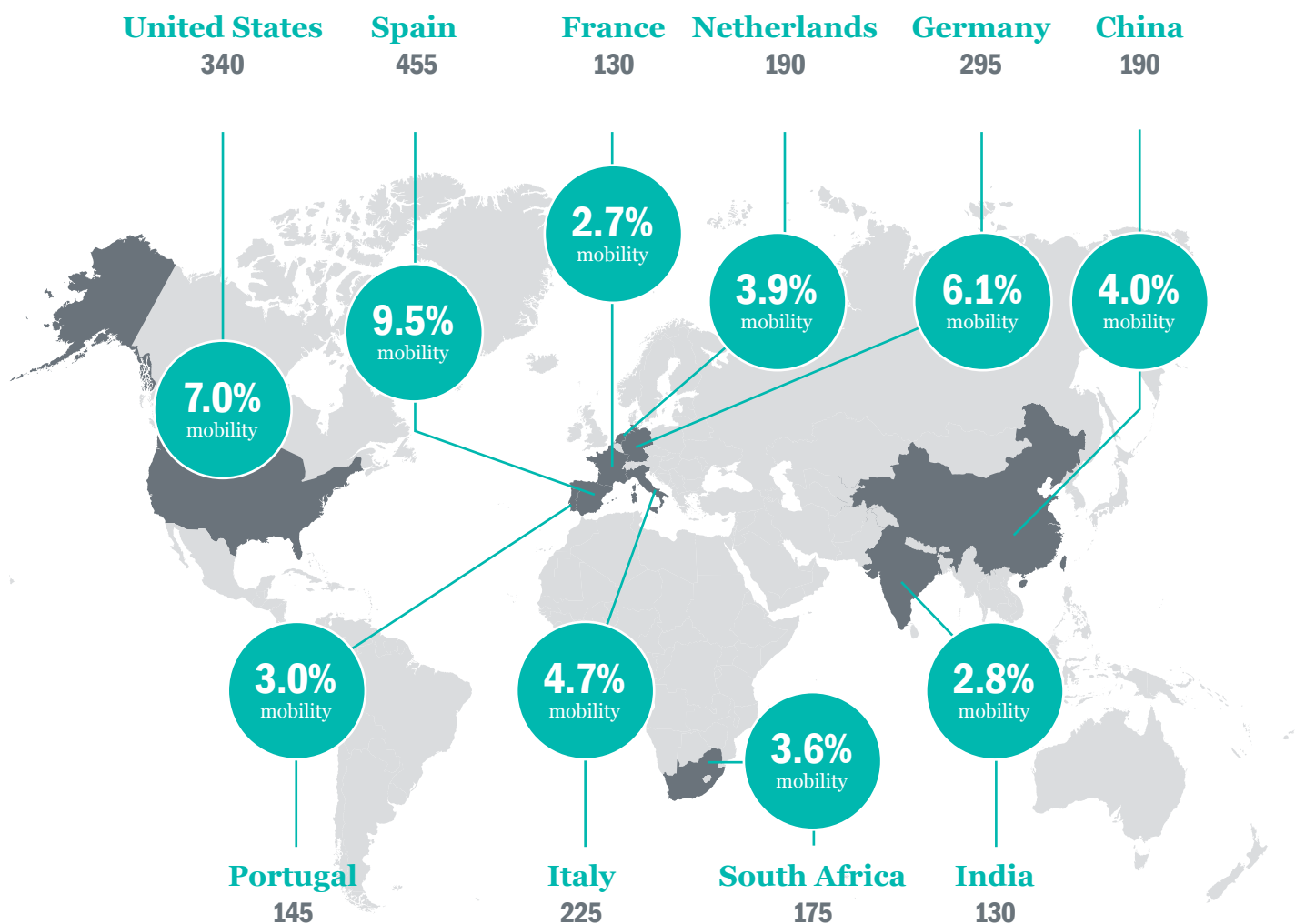
CHART 7: MOBILITY DURATION BY SEC 2014–15 TO 2016–17



The top 10 destinations of short-term mobilities span several regions, including the European Union, North America, Asia and Africa (see [TABLE 25](#)).

TABLE 25: TOP 10 COUNTRIES FOR SHORT-TERM MOBILITY, 2014-15 TO 2016-17		
MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
Spain	455	9.5%
United States	340	7.0%
Germany	295	6.1%
Italy	225	4.7%
China	190	4.0%
Netherlands	190	3.9%
South Africa	175	3.6%
Portugal	145	3.0%
India	130	2.8%
France	130	2.7%

TOP 10 COUNTRIES FOR SHORT-TERM MOBILITY



WHAT MOBILITY SCHEMES ARE USED?

NOTE ON MOBILITY SCHEME

HESA collects data on the following mobility schemes:

- **PROVIDER** – university-led schemes such as bilateral partnerships that are established, administered and delivered by the UK university
- **SANDWICH PLACEMENTS** which meet the criteria set out by funding councils, not including Erasmus+
- **ERASMUS+**, the European Union programme for education, training, youth and sport
- **OTHER SCHEMES**, such as British Council Teaching Assistants, Generation UK, Study China, Camp America and IAESTE

For more information see: hesa.ac.uk

When looking at the breakdown of mobility by scheme, it is useful to look at academic years individually. This is because the majority of mobility (71.1%) takes place in the penultimate year of studies, in particular longer-term mobility and compulsory mobility, and that Erasmus+ study placements, as well as certain other centralised schemes, are not open to students in their first year. During students' penultimate year (2015–16), Erasmus+ accounted for almost half (49.2%) of all instances of mobility, while provider-led mobility accounted for 40.7%, sandwich placements accounted for 5.6% and other schemes accounted for 4.5%.

Given that Erasmus+, and other schemes that often facilitate compulsory mobility, are longer term programmes, it is useful to consider scheme breakdown by duration. The shortest Erasmus+ placement students can do is 8 weeks (for work placements) or 12 weeks (for study placements); **TABLE 26** looks at mobility by scheme for 8 weeks and longer.

For the 2016–17 graduating cohort, more than half of mobilities (54%) of 8 weeks or longer were facilitated through the Erasmus+ programme. 56% of long-term (14 week or longer) mobility opportunities undertaken by students across the three academic years were also facilitated through Erasmus+.

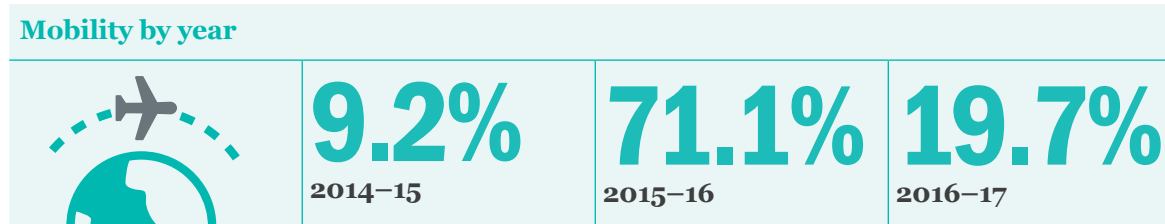
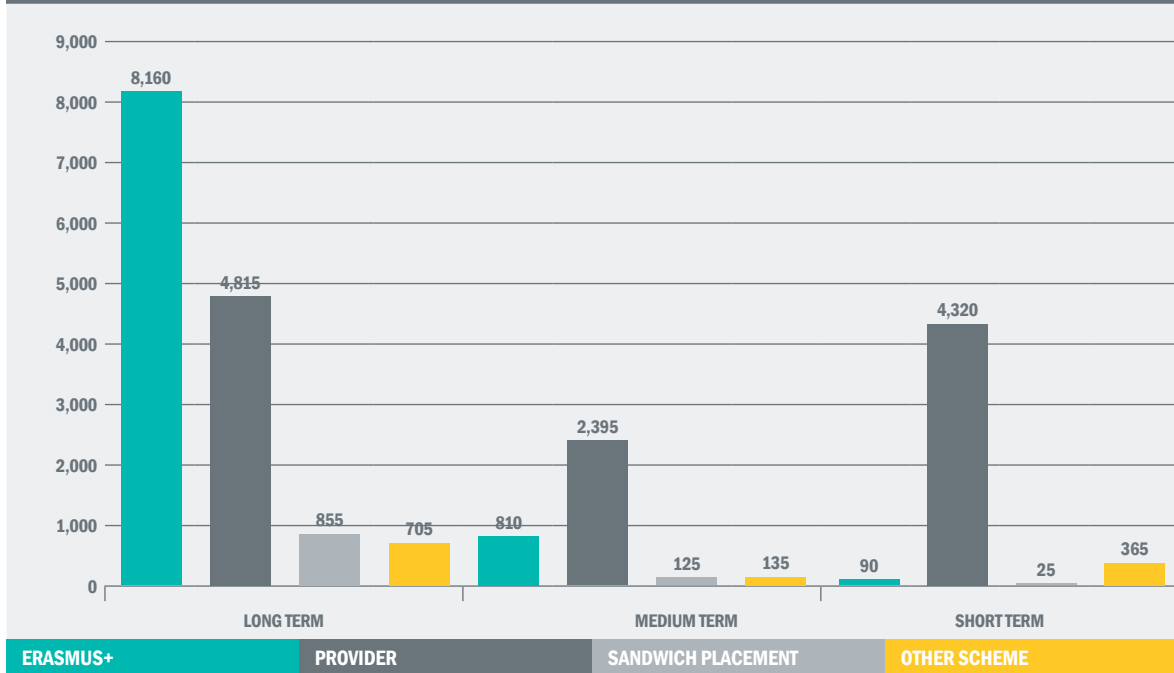


CHART 8: INSTANCES OF MOBILITY BY DURATION AND SCHEME (2014–17)**TABLE 26: INSTANCES OF MOBILITY BY SCHEME, DURATION 8 WEEKS OR MORE (2014–17)**

	ERASMUS+	PROVIDER	SANDWICH PLACEMENT	OTHER SCHEME	TOTAL
2014–15	580	600	55	110	1,345
2015–16	7,885	4,525	885	640	13,940
2016–17	430	825	20	40	1,310
GRAND TOTAL	8,895	5,955	960	790	16,595

NOTE ON ERASMUS+ PROGRAMME

The Erasmus+ programme is widely regarded as amongst the most successful EU initiatives. The British Council published data showing that, during the 2018-2019 academic year, upward of 17,000 UK higher education students will study or work abroad as part of the Erasmus+ scheme. Since the scheme's inception 31 years ago over 600,000 people from the UK have gone abroad through the programme.

The Erasmus+ budget in the UK has been increasing year-on-year, with an estimated €80 million budget available to the UK in 2018-19. Around 90% of Erasmus+ mobilities are long-term programmes of 14 weeks or more in duration, which makes it an essential part of the UK mobility offer – in this cohort Erasmus+ accounts for 56% of long-term mobility. The Erasmus+ programme also provides additional support and financial aid to students from widening participation backgrounds, and for students with disabilities.

The programme will end in 2020, and the successor programme is planned to incorporate a strategic focus on widening participation in outward student mobility and increase the range of activities students can participate in, with plans to double, and potentially triple, the programme budget and to include short-term programmes which is a growing area for the UK outward mobility sector.

The top 10 countries that students on Erasmus+ went to were all in the European Union, with France, Spain and Germany being the most frequent destinations under this programme (see [TABLE 27](#)). Students who went abroad through provider-led programmes were more likely to travel outside of Europe, with the most popular destinations being the United States, Australia and Canada (see [TABLE 28](#)).

MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
France	2,490	27.5%
Spain	2,045	22.6%
Germany	1,285	14.2%
Italy	560	6.2%
Netherlands	550	6.1%
Sweden	270	3.0%
Ireland	225	2.5%
Denmark	215	2.4%
Austria	185	2.1%
Belgium	180	2.0%

MOBILITY DESTINATION	NO. INSTANCES	% INSTANCES
United States	2,050	17.8%
Australia	1,005	8.7%
Canada	740	6.4%
Spain	540	4.7%
China	480	4.2%
Germany	320	2.8%
France	280	2.4%
Japan	275	2.4%
South Africa	260	2.3%
New Zealand	260	2.2%

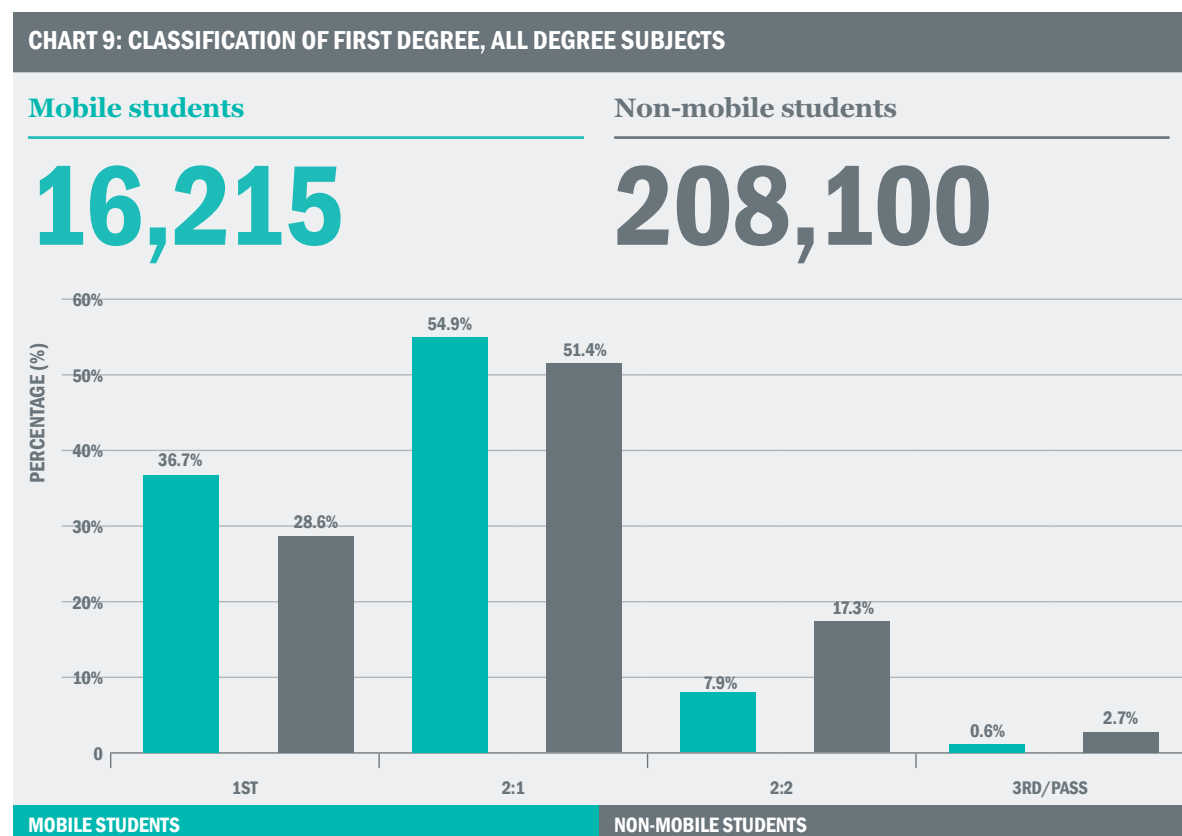
WHAT DO THEY DO NEXT?

CLASSIFICATION OF FIRST DEGREE

NOTE ON DEGREE CLASSIFICATION

Some first-degree level qualifications are not subject to classification. These unclassified degrees are not included in percentage calculations for class of degree.

CHART 9 demonstrates that mobile graduates were more likely to obtain a first-class honours or upper second-class degree (91.6%) than non-mobile graduates (80%). Proportions of students with first class honours were 36.7% for mobile students and 28.6% for non-mobile students. Mobile students are also more likely to have higher degree classifications when 'language' graduates are excluded from the population (see **CHART 10**).



Degree classifications

91.6%

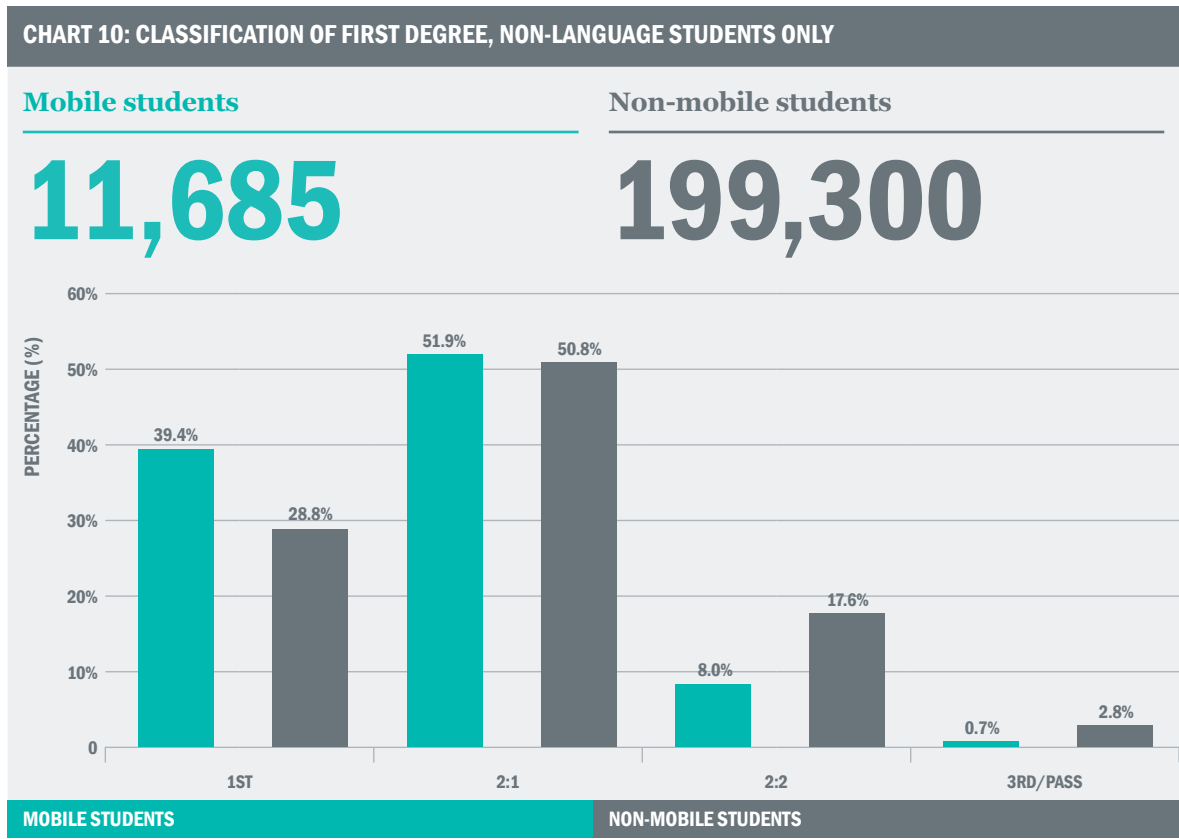
of mobile graduates obtained a first-class honours or upper second-class degree



80.0%

of non-mobile graduates obtained a first-class honours or upper second-class degree





ACTIVITY

NOTE ON ACTIVITY

In the DLHE survey, leavers are able to report what they are doing in relation to both employment and study. It is possible to report up to several individual activities, of which one must be indicated to be the ‘most important’. ‘Other’ activities might include taking time out to travel. Graduates who selected ‘due to start work’ have also been included in the ‘other’ activities group.

Graduate outcomes data from the DLHE survey revealed that a smaller percentage of mobile graduates were unemployed six months after completing their studies, compared to non-mobile graduates. As **CHART 11** shows, 3.1% of mobile graduates were unemployed, compared to 4.2% of non-mobile graduates.

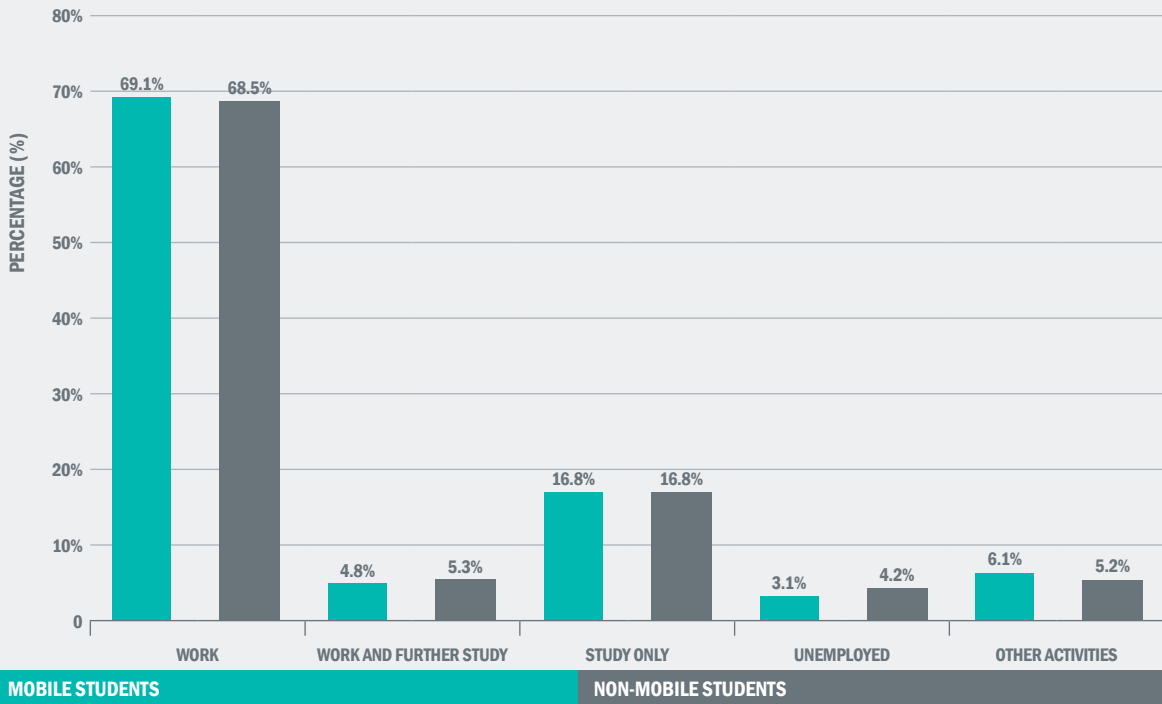
CHART 11: ACTIVITY, ALL DEGREES

Mobile students

Non-mobile students

18,510

217,495



Unemployment after graduation

3.1%

of mobile graduates were unemployed six months after completing their studies

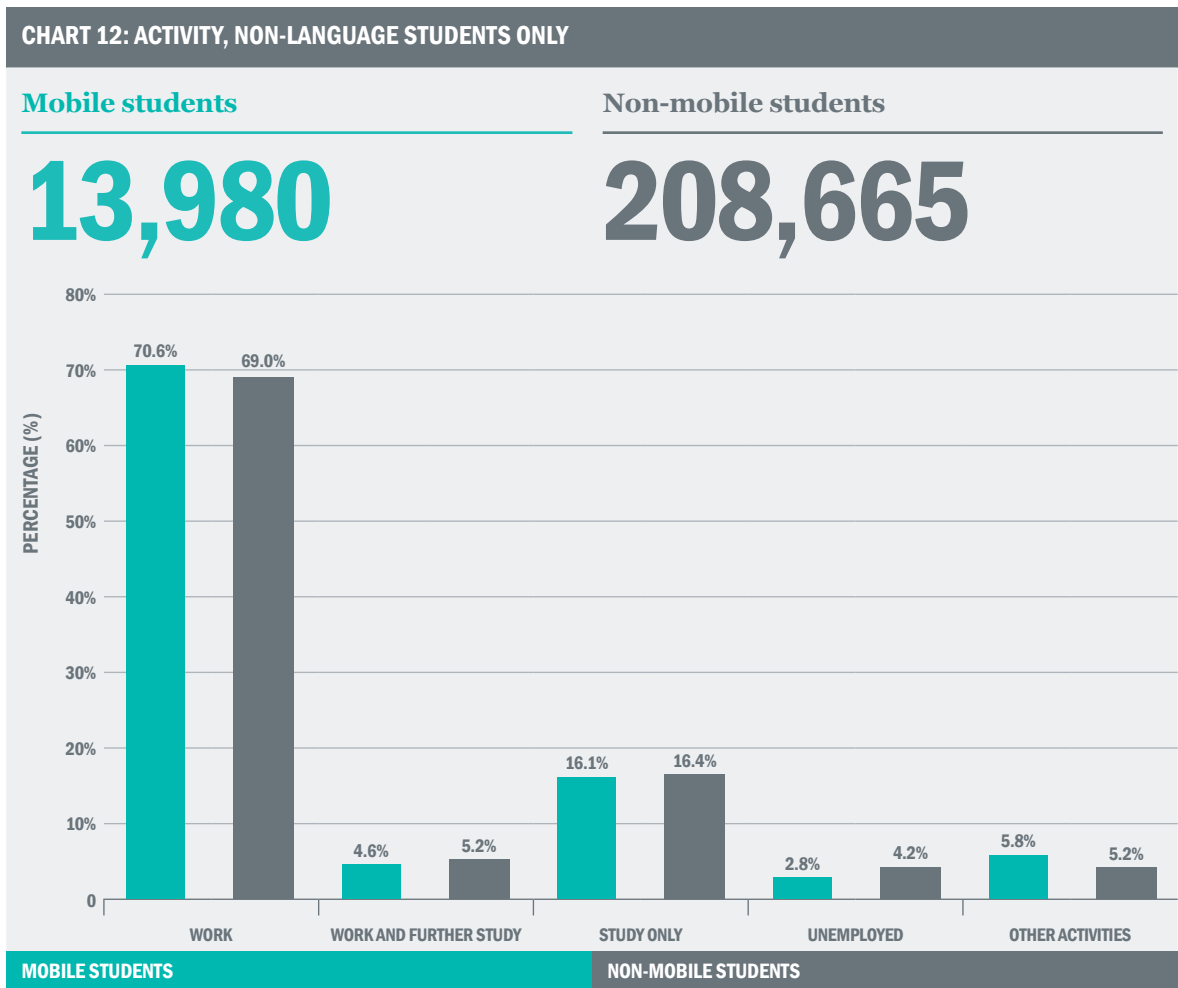


4.2%

of non-mobile graduates were unemployed six months after completing their studies



When language students are excluded from the population, mobile students are even less likely (2.8%) to be unemployed than for the whole cohort (see **CHART 12**).



Unemployment rates are also lower for mobile students across several student backgrounds and characteristics.

TABLE 29: ACTIVITY BY GENDER

GENDER		WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Female	Mobile	69.9%	5.1%	16.1%	2.7%	6.1%	11,270
	Non-mobile	69.9%	5.7%	16.1%	3.2%	5.1%	125,560
Male	Mobile	68.0%	4.3%	17.9%	3.7%	6.1%	7,235
	Non-mobile	66.5%	4.8%	17.8%	5.6%	5.3%	91,875

The difference in employment rates for mobile and non-mobile BME students is particularly pronounced. Only 3.2% of mobile Asian graduates are unemployed, compared with 7.1% of their non-mobile peers. The unemployment rate for mobile black graduates is 4.0% compared to 6.3% of their non-mobile peers.

ETHNICITY		WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
White	Mobile	69.0%	4.9%	16.9%	3.0%	6.1%	15,310
	Non-mobile	69.6%	5.3%	16.5%	3.5%	5.1%	168,725
Asian	Mobile	71.6%	3.5%	15.5%	3.2%	6.2%	1,395
	Non-mobile	63.6%	5.2%	18.5%	7.1%	5.6%	23,840
Black	Mobile	68.2%	6.0%	18.0%	4.0%	3.8%	705
	Non-mobile	66.3%	5.4%	16.6%	6.3%	5.3%	13,050
Other	Mobile	68.5%	4.4%	16.2%	3.4%	7.6%	980
	Non-mobile	64.4%	5.3%	18.5%	5.6%	6.1%	10,435

A similar pattern of greater employment is seen for mobile students from less advantaged backgrounds (SEC 4-8), those whose parents do not have a higher education qualification, those from state-funded schools and colleges (although the trend does not hold for those from low participation neighbourhoods). Mobile students from these groups are more likely to be engaged in further study six months after graduating from their first degree, compared to their non-mobile peers.

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	68.9%	5.1%	16.1%	3.7%	6.3%	3,595
Non-mobile	70.4%	5.1%	15.2%	4.5%	4.7%	60,240

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	66.4%	5.7%	17.5%	5.0%	5.3%	1,155
Non-mobile	69.1%	6.1%	16.5%	4.2%	4.2%	24,780

TABLE 33: ACTIVITY OF GRADUATES WHOSE PARENTS DO NOT HAVE HIGHER EDUCATION QUALIFICATIONS

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	68.7%	5.2%	17.1%	3.3%	5.7%	5,100
Non-mobile	69.8%	5.6%	15.7%	4.2%	4.7%	88,615

TABLE 34: ACTIVITY OF GRADUATES FROM A STATE-FUNDED SCHOOL OR COLLEGE

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	68.9%	5.1%	17.2%	3.0%	5.7%	14,470
Non-mobile	69.2%	5.4%	16.3%	4.2%	4.9%	185,540

Mobile students with a disability are also less likely to be unemployed, and more likely to be in further study than non-mobile peers.

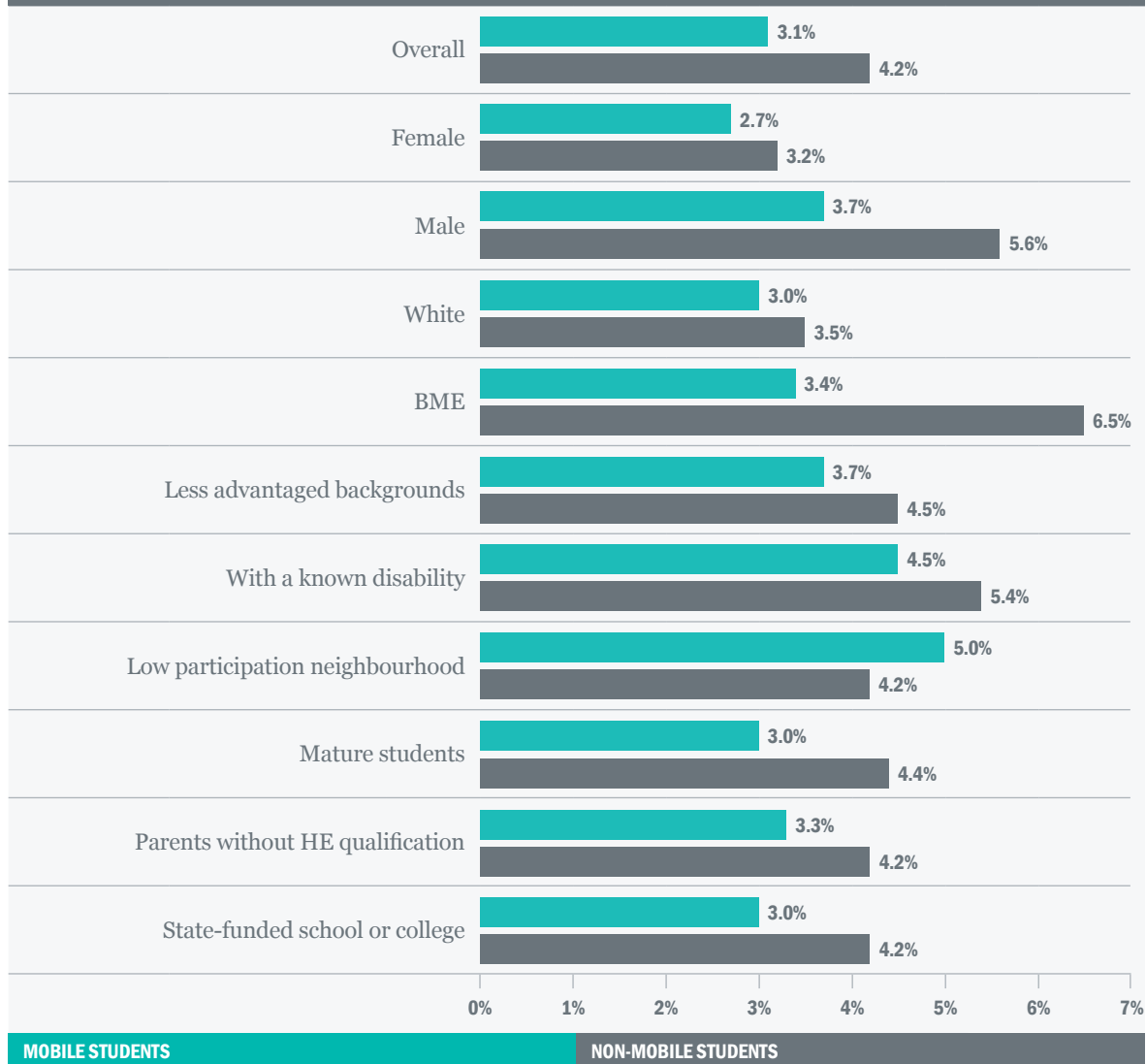
TABLE 35: ACTIVITY OF GRADUATES WITH A KNOWN DISABILITY

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	66.2%	4.8%	18.3%	4.5%	6.1%	2,425
Non-mobile	65.5%	5.6%	17.5%	5.4%	6.0%	32,440

As well as having lower unemployment rates, mature students who spent time studying, working or volunteering abroad are more likely to be in full time employment than their non-mobile peers, though less likely to be engaged in further study.

TABLE 36: ACTIVITY OF MATURE GRADUATES

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	76.7%	4.7%	11.5%	3.0%	4.1%	1,480
Non-mobile	71.9%	5.4%	13.3%	4.4%	5.0%	41,925

CHART 13: UNEMPLOYMENT RATES BY STUDENT CHARACTERISTICS**TABLE 37: ACTIVITY BY SUBJECT AREA STUDIED**

GENDER		WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
STEM excluding medicine	Mobile	63.2%	4.6%	22.7%	3.3%	6.2%	4,790
	Non-mobile	68.7%	4.9%	17.5%	4.2%	4.8%	97,595
Medicine and dentistry	Mobile	98.3%	0.9%	0.5%	0.0%	0.2%	2,085
	Non-mobile	93.0%	1.7%	4.5%	0.2%	0.6%	4,690
Business and admin. studies	Mobile	77.7%	4.1%	6.7%	3.2%	8.3%	2,070
	Non-mobile	73.9%	5.7%	9.5%	4.8%	6.2%	24,495
Languages	Mobile	64.7%	5.4%	18.9%	4.0%	7.0%	4,530
	Non-mobile	56.2%	7.3%	26.5%	4.1%	5.9%	8,825
All other	Mobile	63.2%	6.4%	20.2%	3.4%	6.8%	5,035
	Non-mobile	66.5%	5.7%	17.9%	4.3%	5.6%	81,890

GRADUATE SALARIES

NOTE ON GRADUATE SALARIES

Average salaries related to DLHE respondents identified as 'working' in full-time paid employment.

For more information see: hesa.ac.uk

Mobile graduates who were working in full-time, paid employment had an average salary of £23,482, compared to an average salary of £22,256 for non-graduates (a difference of 5.5%). As **TABLE 38** and **CHART 14** show, average salaries were consistently higher for mobile graduates than non-graduates across student groups.

GRADUATE BACKGROUND	MOBILE		NON-MOBILE	
	AVERAGE SALARY	NO. GRADUATES	AVERAGE SALARY	NO. GRADUATES
Overall	£23,482	7,455	£22,256	89,285
From less advantaged backgrounds (SEC 4–8)	£22,497	1,430	£21,583	25,035
With a known disability	£22,938	910	£21,902	11,810
From low participation neighbourhoods (POLAR3, Q1)	£21,886	440	£21,262	10,235
Mature graduates	£25,879	690	£23,102	18,185
BME	£24,207	1,290	£23,002	17,620
Parents without higher education qualifications	£22,538	2,080	£21,775	37,465
State-funded school or college	£22,930	5,840	£21,922	77,020

Average salaries

£23,482

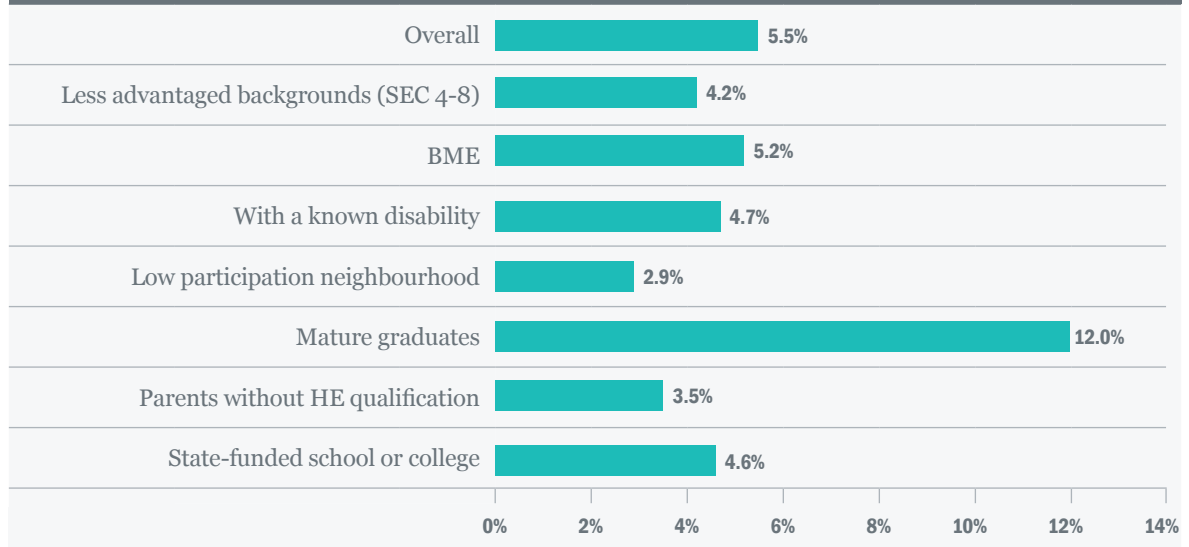
average salary of mobile graduates in full time paid employment



£22,256

average salary of non-mobile graduates in full time paid employment



CHART 14: PERCENTAGE DIFFERENCE OF AVERAGE SALARIES BETWEEN MOBILE AND NON-MOBILE GRADUATES

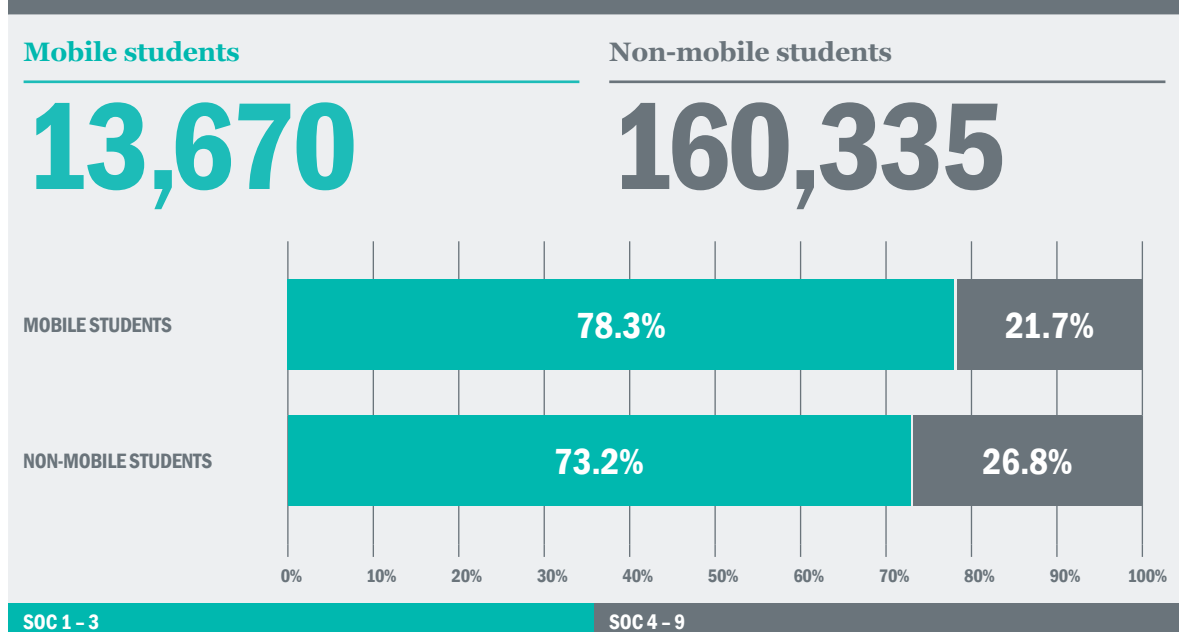
JOB TYPE

NOTE ON JOB TYPE

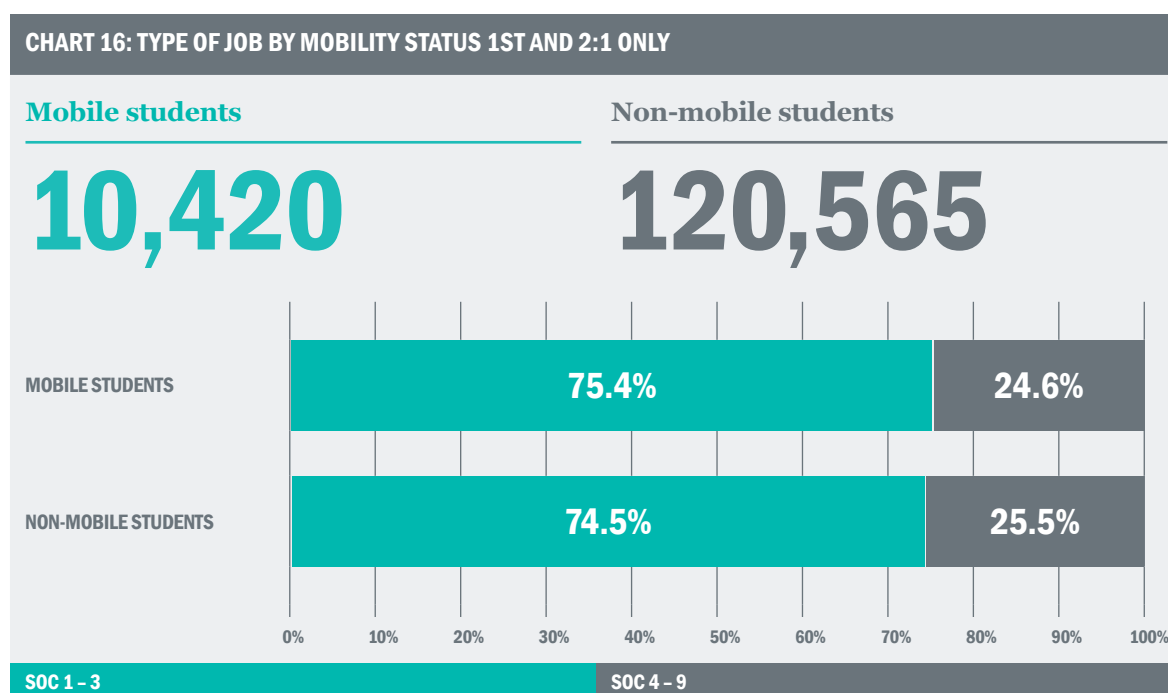
The standard occupational classification (SOC) codes identify the types of jobs that working graduates were doing six months after graduating. SOC codes 1–3 are often considered to be ‘graduate-level’ jobs, while codes 4–9 are often considered to be ‘non-graduate level’ jobs. In this section, percentages exclude graduates with an unknown SOC.

For more information see: [hesa.ac.uk](https://www.hesa.ac.uk)

Of all working mobile graduates in the 2016–17 cohort, 78.3% secured a ‘graduate-level’ job within six months of graduating, compared to 73.2% of non-mobile graduates (see [CHART 15](#)).

CHART 15: TYPE OF JOB BY MOBILITY STATUS

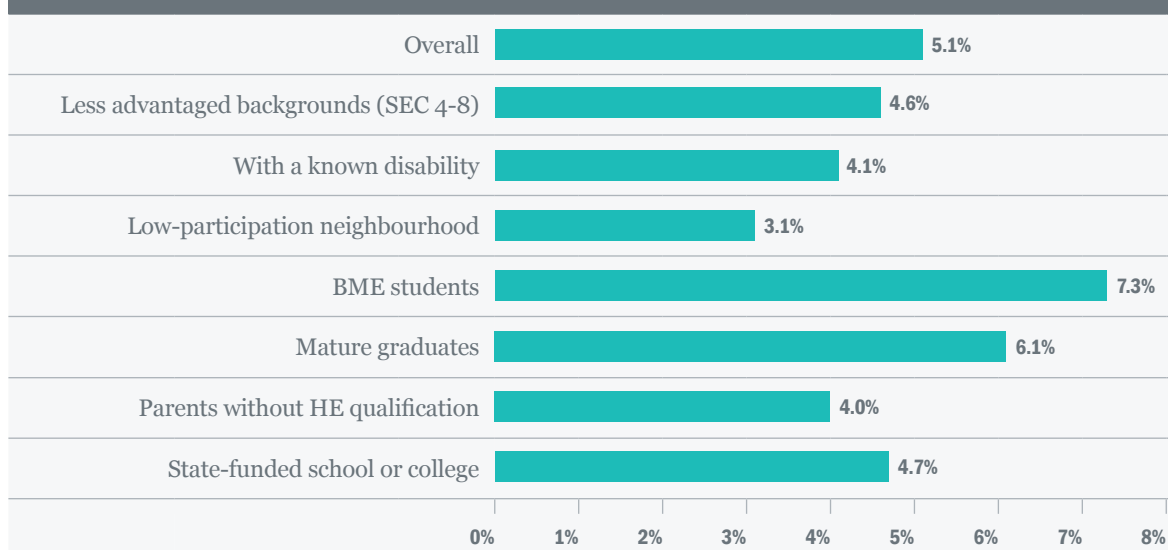
When controlling for degree classification, the percentage of graduates in graduate-level roles remains higher, though the difference is less marked (75.4% compared to 74.5%, see [CHART 16](#)).



When looking across different backgrounds, mobile graduates were consistently more likely to be in graduate level jobs six months after completing their studies than non-mobile students, as [TABLE 39](#) and [CHART 17](#) demonstrate.

TABLE 39: JOB TYPES OF GRADUATES IDENTIFIED AS WORKING

GRADUATE BACKGROUND	MOBILE			NON-MOBILE		
	% SOC 1-3	% SOC 4-9	NO. STUDENTS	% SOC 1-3	% SOC 4-9	NO. STUDENTS
Overall	78.3%	21.7%	13,760	73.2%	26.8%	160,335
From less advantaged backgrounds (SEC 4-8)	75.4%	24.6%	2,650	70.8%	29.2%	45,460
With a known disability	76.1%	23.9%	1,725	72.0%	28.0%	23,025
From low participation neighbourhoods (POLAR3, Q1)	73.0%	27.0%	830	70.0%	30.0%	18,605
BME	79.8%	20.2%	2,280	72.5%	27.5%	32,995
Mature graduates	87.3%	12.7%	1,200	81.3%	18.7%	32,365
Parents without higher education qualifications	75.5%	24.5%	3,765	71.5%	28.5%	66,675
State-funded school or college	76.9%	23.1%	10,700	72.1%	27.9%	138,155

CHART 17: PERCENTAGE POINT DIFFERENCE BETWEEN MOBILE COMPARED WITH NON-MOBILE GRADUATES IN GRADUATE LEVEL JOBS, SIX MONTHS AFTER COMPLETING THEIR STUDIES

Across the board, this analysis finds that students who go abroad get better degrees and better jobs: they are more likely to gain a first-class degree, less likely to be unemployed, more likely to be in a graduate job and earn a higher starting salary than their non-mobile peers.

SHORT-TERM MOBILITIES

NOTE ON SHORT-TERM MOBILITIES

In recent years, there has been significant growth in the number of reported instances of short-term mobility undertaken by students. This is partly the result of more robust reporting but also signals a growing appetite for short-term programmes. The UUKi Mobility Management survey found that short-term mobility was a growth area for universities and a key priority.¹⁵

There is limited evidence at a national level which examines the relative impacts of mobilities of different durations. The analysis in this report is a step taken by UUKi to expand the evidence base in this area and this data is published to show that all mobility, regardless of length, has positive impacts for students. However, the number of students undertaking periods of short-term mobility are low and therefore UUKi encourage readers not to draw hard conclusions from these statistics.

There were 2,270 students in the 2016-17 graduating cohort that undertook a single period of mobility that was short-term. Graduates who participated in short-term mobility programmes had an unemployment rate of 2.3% compared with 4.2% of non-mobile peers.

Unemployment rates

2.3%

unemployment rate for graduates participating in short-term mobility programmes



4.2%

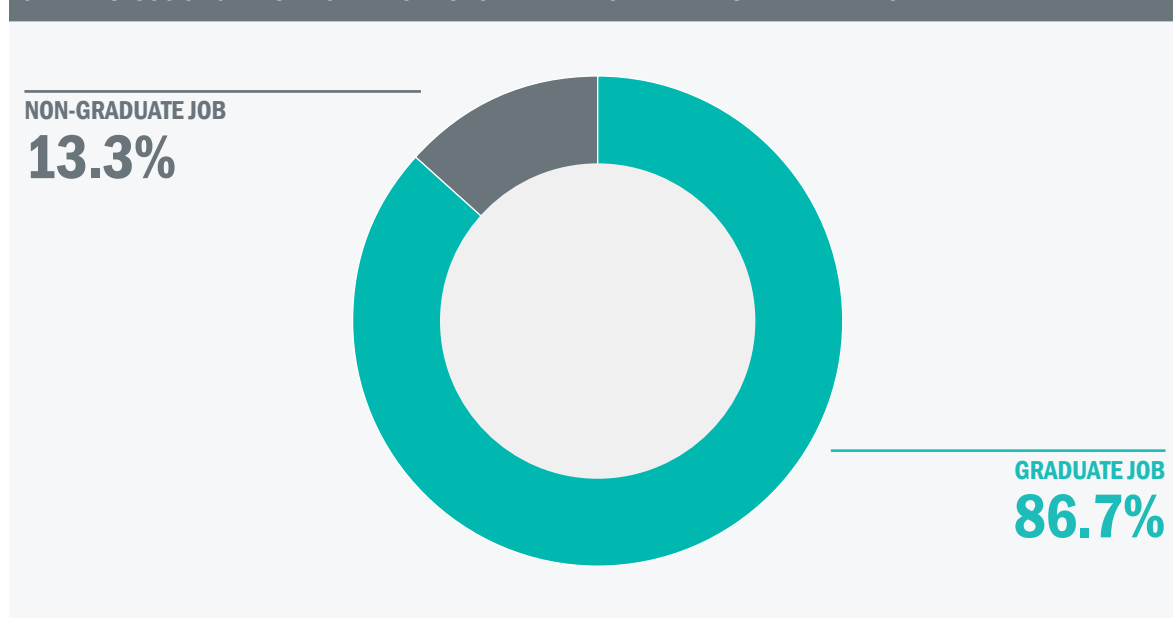
unemployment rate for non-mobile graduates



TABLE 40: ACTIVITY OF GRADUATES WHO UNDERTOOK A SINGLE, SHORT-TERM PERIOD OF MOBILITY

ACTIVITY	NO. OF STUDENTS	% OF STUDENTS
Work only	1,595	70.2%
Study only	380	16.8%
Work and further study	125	5.5%
Unemployed	55	2.3%
Other activities	115	5.2%
TOTAL	2,270	100%

86.7% of graduates who participated in a short-term mobility were in a graduate job six months after graduating.

CHART 18: SOC OF GRADUATES WITH ONE SHORT-TERM MOBILITY IN FULL TIME EMPLOYMENT

CONCLUSION

For the fifth year running, *Gone International* finds that more students are going abroad than ever before, and mobile graduates get better degrees and better jobs.

Gone International: rising aspirations finds that students who go abroad get better degrees and better jobs: they are more likely to gain a first-class degree, less likely to be unemployed and, if in work, more likely to be in a graduate job. Just six months after graduating, mobile students earned higher average salaries.

This year's report shows that more students are going abroad than ever before, and there has been an increase in participation by students from less advantaged backgrounds. However, the participation gap between the most and least advantaged students persists: 9.5% of more advantaged students go abroad compared with 5.6% for their less advantaged peers. This report also finds increased numbers of BME graduates going abroad; however BME graduates remain less likely to participate in a mobility programme than their white counterparts, with black students participating at a rate of 5.1% and Asian students participating at a rate of 5.5% compared with 8.3% for white students.

Students living with disabilities, students from low participation neighbourhoods, students who are care leavers, students who are the first in their family to go to university, mature students and part-time students are all also underrepresented in mobility programmes. As in previous years, this report took an intersectional view on the analysis and found that the most disadvantaged students face compounded barriers to accessing mobility opportunities. This results in very low participation rates.

Language students represented 25% of the mobile cohort, which follows trends revealed by previous *Gone International* reports. Computer science, social work, sports and nursing degrees continue to see low mobility participation. UUKi worked with the Council of Deans of Health (CDOH) to produce guidance for supporting nursing, midwife and AHP students to go abroad, and UUKi gathered case studies to help universities encourage computer science students to go abroad. All students enrolled on any discipline should be able to access the opportunity to go abroad and experience other countries and cultures to develop the essential skills necessary in every line of work.

There is much uncertainty regarding the UK and its continued relationship with the European Union. However, Europe continues to be a major destination for students who go abroad. Half of UK mobility is to Europe, and having access to the Erasmus+ programme, and its successor scheme, is essential to ensure a strong mobility offer across the UK. Erasmus+ inter-institutional agreements between universities, in some cases decades old, continue to bear fruit and foster collaboration across national boundaries.

This year's report shows an increase in provider-led programmes, and the introduction of these programmes has resulted in an increased number of students visiting destinations outside of Europe: 18% of mobility was to North America and 12% to countries in Asia. The report shows that the UK continues to send students to all corners of the world, with over 150 countries visited by students in the 2016–17 graduating cohort.

The growth of short-term opportunities is a striking finding in this year's report. Short-term options of four weeks or less now account for 21% of all mobility, or 1 in 5 mobilities, compared with 15.3% for the 2015–16 cohort. This tallies with UUKi's mobility management survey, which found that short-term programmes are a growth and priority area across the sector. Ensuring that universities offer a diverse programme with a range of offers to suit all students is essential in ensuring equitable access to mobility. Short-term programmes provide students with the chance to grow intercultural competencies and improve international awareness and confidence in contributing to an increasingly globalised world.

The findings in this report paint a positive picture for the future of mobility: despite the uncertain political context, participation continues to increase; there continues to be a diversification of mobility schemes, destinations and durations; and mobile graduates continue to enjoy positive outcomes.

These findings are unsurprising when viewed alongside the wider work of universities since the UK Strategy for Outward Student Mobility was launched in 2013. Since its launch, universities have taken a strategic and ambitious approach to increasing mobility by setting bold targets, introducing innovative programmes, and embedding outward mobility programmes across institutions. UUKi's 2018 Mobility Management survey found that 83% of universities have now embedded outward student mobility in institutional strategies, 65% have introduced targets to increase participation, and across the sector there is a strategic focus on widening participation and short-term mobility. This commitment to outward student mobility is nowhere more apparent than through the sector's *Go International: Stand Out* campaign, to which over 90 UK universities have committed new actions to help boost and broaden mobility from their institution.

This report shows that these efforts are continuing to make a difference and celebrates how much universities are doing to ensure that the exciting mobility offers they develop are available to more students, equipping them for a bright future.

NEXT STEPS

NEXT STEPS: RECOMMENDATIONS

Whilst numbers continue to rise, more can be done to maximise outward student mobility. This checklist offers a reminder of the key steps universities can take to help all students access study, work and volunteer opportunities abroad.

- **RECORD** all mobility that is undertaken at your university by mapping programmes across the institution to ensure accurate data capture.
- **REPORT** all mobility activities undertaken by students at your institution in your annual HESA return. This includes mobilities of four weeks or less that are currently optional reporting fields.
- **REFLECT** on the findings of this report in the context of your institutional mobility data; look for gaps in participation and work to address these areas.
- **REFERENCE** the findings of this report in your marketing materials to make students aware of the fantastic benefits of studying abroad!

UNIVERSITIES UK INTERNATIONAL

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